

# **COURSE DESCRIPTION GUIDE 2026-2027**



444 Pleasantville Road  
Briarcliff Manor, New York 10510



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# INTRODUCTION

## USE OF PROGRAM OF STUDIES

Each Briarcliff High School family is emailed a copy of the Course Description Guide and course selection sheets before the scheduling process begins. These documents are designed to assist students in planning for their next academic year and for the remainder of their high school academic career. Students will be given an opportunity to indicate course preferences provided they have met the necessary requirements for the courses.

Not every course in this guide will be offered every year. The determination of course offerings is dependent upon the number of students who pre-register for a course and the availability of faculty.

Parents/Guardians are strongly encouraged to be involved in the scheduling process. Questions should be addressed to teachers, counselors, and/or administrators. The school's responsibility is to ensure that all students and parents/guardians have access to the course description information necessary for scheduling and to assist students and parents/guardians with course selection decisions. Placement in honors, college accredited, and Advanced Placement courses is contingent upon continued academic performance through the end of the school year. Please refer to the following Prerequisite Guidelines Chart for placement criteria. Unless otherwise noted, the below criteria will be used to determine successful completion of a course.

## PREREQUISITE GUIDELINES CHART

Current Course Placement	Course Requested	Grade Needed for Entry
Regents/Non Honors	Honors	90 in prerequisite course
Regents/Non Honors	UHS, ECE, and SUPA course	90 in prerequisite course
Regents/Non Honors	Advanced Placement	94 in prerequisite course
Honors	Honors	85 in prerequisite course
Honors	UHS, ECE, and SUPA course	85 in prerequisite course
Honors	Advanced Placement	90 in prerequisite course
UHS, ECE, and SUPA course	UHS, ECE, and SUPA course	85 in prerequisite course
UHS, ECE, and SUPA course	Advanced Placement	90 in prerequisite course
Advanced Placement	Advanced Placement	85 in prerequisite course

## PLANNING A HIGH SCHOOL PROGRAM

Nearly 100% of our graduates attend institutions of higher learning. This is a direct result of appropriate program planning. Such planning evolves from the evaluation of students' abilities and interests, coupled with careful course selection.

To help in developing short and long-range educational plans, counselors begin working with students in ninth grade. Each year, they work towards: (1) choosing an appropriate course of study based upon a four-year educational plan, (2) monitoring progress in fulfilling graduation requirements, and (3) utilizing career information related to individual interests, aptitudes, and goals.

All long-range plans should be viewed as tentative. Each year, early in the scheduling process, programs may be reviewed and revised as needed. Throughout the four years of high school, students will have the opportunity to challenge themselves with honors, college accredited, and Advanced Placement courses. Students enrolled in college accredited courses may pay to receive college credits. For more information regarding college accredited courses, please review page 6 of this Guide. Students enrolled in Advanced Placement courses are required to take the corresponding AP examination in May of the year they are taking the course. AP exams are standardized exams offered through College Board; a fee is required to sit for each exam.

Please contact the Counseling Department with questions/concerns at 914-488-8207.

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Ms. Amanda Alayo	<a href="mailto:aalayo@briarcliffschools.org">aalayo@briarcliffschools.org</a>	914-488-8399
Ms. Jeanine Isabella	<a href="mailto:jisabella@briarcliffschools.org">jisabella@briarcliffschools.org</a>	914-488-8727
Mr. Michael Muranelli	<a href="mailto:mmuranelli@briarcliffschools.org">mmuranelli@briarcliffschools.org</a>	914-488-8227
Ms. Meredith Safer	<a href="mailto:msafer@briarcliffschools.org">msafer@briarcliffschools.org</a> ;	914-488-8228

# NEW YORK STATE DIPLOMA REQUIREMENTS

Please Note: Briarcliff High School requires 23 units of credit which includes 1 unit of Community Service (¼ credit per year for 8 hours of service annually). Following are New York State Diploma Requirements:

## New York State Diploma Requirements Applicable to All Students Enrolled in Grades 9-12

Updated June 2022

### Credit Requirements

(Apply to all diploma types: local, Regents, Regents with advanced designation)

	Minimum number of credits
English	4
Social Studies <i>Distributed as follows:</i> U.S. History (1) Global History and Geography (2) Participation in Government (½) Economics (½)	4
Science <i>Distributed as follows:</i> Life Science (1) Physical Science (1) Life Science or Physical Science (1)	3
Mathematics	3
World Languages	1 <sup>(**)</sup>
Visual Art, Music, Dance, and/or Theater	1
Physical Education <i>(participation each semester)</i>	2
Health	½
Electives	3 ½
<b>Total</b>	<b>22</b>

(\*\*) Students with a disability may be excused from the requirement for 1 unit of credit in World Languages; if so indicated on their IEP, but they must still earn 22 units of credit to graduate.

1.) <b>Pathways</b> A student must either: <ul style="list-style-type: none"> <li>• earn the <u>Seal of Civic Readiness</u>; or</li> <li>• pass an additional Regents Exam or Department Approved Alternative in a different course (English, mathematics, science, or social studies); or</li> <li>• pass a Department Approved Pathway Assessment (Arts, CDOS, World Languages); or</li> <li>• successfully complete a NYSED-approved CTE program, including the associated 3-part technical assessment; or</li> <li>• successfully complete all the requirements for earning the CDOS Commencement Credential.</li> </ul> Beginning in fall 2022, a select number of NYS schools will pilot the <u>Individual Arts Assessment Pathway (IAAP)</u> . Reference <u>Multiple Pathways</u> and <u>Department Approved Alternative Examinations</u> .
2.) <b>Traditional Appeals</b> All appeals are subject to local district approval. Reference: <u>Appeals</u> , <u>Safety Nets</u> , and <u>Superintendent Determination</u>
3.) <b>Special Endorsements</b> <b>Honors:</b> A student earns a computed average of at least 90 on the Regents Exams applicable to either a Regents diploma or a Regents diploma with advanced designation. No more than 2 Department approved alternatives can be substituted for Regents Exams. The locally developed Checkpoint B examination in World Languages is <u>not</u> included in the calculation. <b>Mastery in Math and/or Science:</b> A student meets all the requirements for a Regents diploma with advanced designation AND earns a score of 85 or better on 3 math Regents Exams and/or 3 science Regents Exams. <b>Technical Endorsement:</b> A student meets the requirements for either a local diploma, a Regents diploma or a Regents diploma with advanced designation AND successfully completes a Department approved CTE program including the 3-part technical assessment. <b>Seal of Biliteracy:</b> A student meets the criteria for earning the NYS Seal of Biliteracy. <b>Seal of Civic Readiness:</b> A student meets the criteria for earning the <u>NYS Seal of Civic Readiness</u> . Reference the <u>Endorsements and Seals webpage</u> or <u>NYS Diploma/Credential Requirements</u> for additional information related to awarding special endorsements to students with exam exemptions due to COVID-19.
4.) <b>World Languages Exemption</b> Students with a disability may be excused from the required units of credit in World Languages if so indicated on their IEP, but they must still earn 22 units of credit to graduate. Such student who seeks a Regents diploma with advanced designation does NOT have to complete the 5-unit sequence in the Arts or CTE in lieu of the sequence in World Languages in order to meet the assessment requirements for the advanced diploma. <b>Superintendent Determination of a Local Diploma</b> Students with a disability who are unable to attain a local diploma through the various safety net provisions may be eligible for a Superintendent Determination of a local diploma under certain conditions. Reference: <u>Appeals</u> , <u>Safety Nets</u> , and <u>Superintendent Determination</u>
5.) <b>Flexibilities due to the COVID-19 Public Health Emergency</b> <b>Exemptions:</b> Students granted an exemption from any exam due to COVID-19 are not required to pass such specific exam to meet the assessment requirements for any diploma type. Reference the following FAQs: <u>June/August 2020</u> , <u>January 2021</u> , <u>June/August 2021</u> , and <u>January 2022</u> <b>Special Appeals:</b> Eligible students may use lower scores (50-64) on Regents Exams taken during the 2021-22 or 2022-23 school year to meet the assessment requirements for any diploma type. Reference: <u>Special Appeals Memo</u> and <u>FAQ</u> .
6.) <b>Special Determination:</b> Students who are scheduled to graduate in June 2022 and either do not qualify for a Special Appeal or who are unable to participate in one or more required Regents Exam(s) because of illness, including isolation restrictions due to COVID, may request a <u>Special Determination to Graduate with a Local Diploma in June 2022</u> . <b>Exemptions from the Regents Exam in US History and Government (Framework)</b> Eligible students shall be granted an exemption from the June 2022, August 2022, or January 2023 Regents Exam in US History and Government (Framework). Reference: <u>FAQ on Cancellation of Regents Exam in US History and Government (Framework)</u>

### Assessment Requirements

	Regents Diploma for All Students		Regents Diploma via Appeal for All Students		Local Diploma via Appeal for All Students		Local Diploma for Students with a Disability		Local Diploma via Appeal for English Language Learners	
	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score
REGENTS EXAM or passing score on a Department approved alternative										
English Language Arts (ELA)	1	65 <sup>1</sup>	1	2 Regents exams with a score of 60-64 for which appeals have been granted by the district and all remaining Regents exams with a score of 65 <sup>1</sup> or above	1	55 <sup>**</sup>	1	55 <sup>**</sup>	1	Either the ELA Regents exam with a score of 55-59 for which an appeal has been granted by the district, and all remaining Regents exams with a score of 65 <sup>1</sup> or above, <u>OR</u> 1 Regents exam with a score of 60-64 and the ELA Regents with a score of 55-59 for which appeals have been granted for both by the district, and the remaining Regents exams with a score of 65 <sup>1</sup> or above <sup>†</sup>
Math	1	65 <sup>1</sup>	1		1	55 <sup>**</sup>	1	55 <sup>**</sup>	1	
Science	1	65 <sup>1</sup>	1		1	55 <sup>**</sup>	1	55 <sup>**</sup>	1	
Social Studies	1	65 <sup>1</sup>	1		1	55 <sup>**</sup>	1	55 <sup>**</sup>	1	
Pathway (See note 1 on reverse side)	1 or CDOS	65 <sup>1</sup> if Regents Exam	1 or CDOS		1 or CDOS	55 <sup>**</sup> if Regents Exam	1 or CDOS	55 <sup>**</sup> if Regents Exam	1 or CDOS	Non-Applicable
Compensatory Safety Net	Non-Applicable		Non-Applicable		Non-Applicable		Scores of 45-54 on any required Regents exam (except ELA and Mathematics) can be compensated by a score of 65 <sup>1</sup> or above on another required Regents exam including ELA and Mathematics.			Non-Applicable

### Regents Diploma with Advanced Designation

<p>Students seeking the Regents diploma with advanced designation must:</p> <ul style="list-style-type: none"> <li>Meet the credit and assessment requirements for a Regents diploma; and</li> <li>Pass <b>two additional Regents exams</b> or Department approved alternatives in <b>mathematics</b>; and</li> <li>Pass <b>one additional Regents exam</b> or Department approved alternative in <b>science</b> <ul style="list-style-type: none"> <li>students seeking advanced designation must pass at least one Regents exam or Department approved alternative in both sciences (<b>one life and one physical</b>); and</li> </ul> </li> <li>Complete a <b>sequence</b>:           <ul style="list-style-type: none"> <li>earn an additional 2 units of credit in World Languages and pass a locally developed Checkpoint B World Languages examination, or</li> <li>complete a 5 unit sequence in the Arts, or</li> <li>complete a 5 unit sequence in CTE.</li> </ul> </li> </ul>
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Assessment Combinations for Advanced Designation	
Traditional Combination	ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science (1 life science, 1 physical science) = 8 assessments
Pathway Combination (other than STEM)	ELA, 1 social studies, 3 math, 2 science (1 life science, 1 physical science), 1 Pathway (other than science or math) = 7 (+Pathway) or 8 assessments.
STEM (Mathematics) Pathway Combination	ELA, 1 social studies, 4 math <sup>1</sup> ; 2 science (1 life science, 1 physical science) = 8 assessments.
STEM (Science) Pathway Combination	ELA, 1 social studies, 3 math, 3 science (at least 1 life science, at least 1 physical science) = 8 assessments.

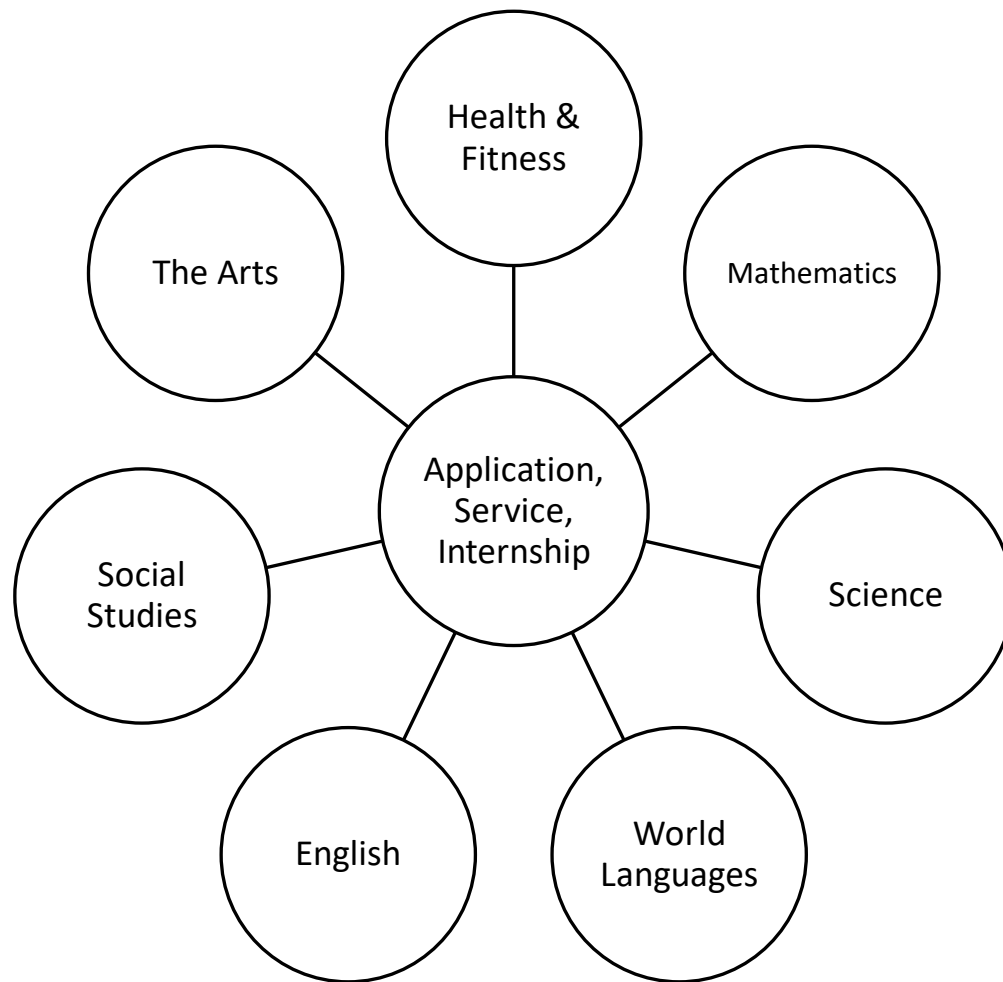
\* A student with a disability may appeal scores between 52 and 54 on up to two Regents examinations in any discipline and graduate with the local diploma. Reference [New York State Diploma/Credential Requirements: Local diploma for Students with Disabilities](#).  
 ^ In the event a student with a disability is unable to attain a passing score on any Regents examination, the student may be eligible for a Superintendent Determination of a local diploma. Reference [Appeals, Safety Nets, and Superintendent Determination](#).

<sup>1</sup> English Language Learners seeking an appeal for a score of 55-59 on the ELA Regents Exam are only eligible if they entered the United States in grade 9 or after and were classified as an English Language Learner when they took the test the second time. Reference [New York State Diploma/Credential Requirements: Local diploma for English Language Learners](#).

<sup>†</sup> The 4<sup>th</sup> mathematics examination can be selected from the list of [Department Approved Alternative Examinations](#).

<sup>‡</sup> For the purposes of determining a student's diploma type, exemptions and Special Appeals should be considered passing scores. Both exemptions and [Special Appeals](#) may be applied to all diploma types.

# Briarcliff High School Diploma with Distinction



The Diploma with Distinction is a wonderful way for students to explore an area of interest and receive special recognition for their efforts. For more information about this opportunity please visit the [Graduation Requirements](#) tab on the Counseling Center page of the BHS website.

## **Distinction Requirements:**

- Five credits, including college level work, in any core academic area, fine arts, technical theater, or performing arts and a senior internship; or
- Three credits in Health and Fitness including college level work and a senior internship.

## COLLEGE ACCREDITED COURSES

Briarcliff High School currently offers 43 college accredited courses. In partnership with SUNY Albany UAlbany in the High School (UHS), SUNY Westchester Community College Early College Experience (ECE), and Syracuse University Project Advance (SUPA), Briarcliff students are provided with the academic challenges of a college level curriculum. These courses provide a “bridging” experience to college and help students begin to develop the skills and experience necessary for academic success in higher education. Enrollment in college accredited courses may provide future opportunities to students, such as the ability to enroll in higher level courses, double major, study abroad, or complete a four-year degree in a shorter amount of time. *Students enrolled in college accredited courses are eligible to receive Briarcliff High School credit and college credit.* The financial advantages for students receiving college credit are outlined below:

### 2025-2026 College Course Costs

SUNY Albany - UHS

\*\$210.00 per course when taken at BHS

(Compared to \$389.00 – \$4,531.00 when taken at SUNY Albany)

Free & Reduced Students: \$105.00 per course

Westchester Community College - ECE

\$76.67 per credit when taken at BHS

(Compared to \$230.00 when taken at WCC)

Syracuse University - SUPA

\$115.00 per credit hour when taken at BHS

(Compared to \$2,898.00 when taken at SU)

Financial aid is available via an application process

Briarcliff High School college accredited course teachers are approved as teaching adjuncts by the respective universities. Students will receive information/registration packets from their teachers during the first month of classes. Students will be instructed to register for their college accredited courses either electronically or by completing enrollment forms and mailing them to the specific college or university by the appropriate deadline. Payment options will be outlined in the registration materials.

**A student’s Briarcliff transcript will only list the Briarcliff courses and credits granted by the high school. College credits granted by SUNY Albany, SUNY WCC, and Syracuse University will not appear on the student’s high school transcript. It is the student’s responsibility to request that a transcript from the corresponding college/university be sent to the college/university that the student enrolls in.**

Further information can be accessed via the following links:

[SUNY Albany \(UHS\)](#)

[WCC \(ECE\)](#)

[Syracuse University \(SUPA\)](#)

## **COURSE WEIGHTING SYSTEM** **(Final Grade x Weight)**

BHS Honors Courses:	1.05	
BHS College Accredited Courses:	1.10	(UHS, ECE, SUPA) whether or not the student chooses to register for college credit
College Science Research Program:		
Grade 10:	1.05	
Grades 11 & 12:	1.10	
Advanced Placement Courses:	1.10	

The course weight will not appear on report cards but will be used to determine eligibility for National Honor Society, Valedictorian and Salutatorian, and to calculate a student's cumulative grade point average (GPA).

NOTE: ONLY BHS COLLEGE ACCREDITED COURSES (UHS, ECE, SUPA) WILL BE CALCULATED INTO A STUDENT'S GPA.

## **NATIONAL COLLEGE ATHLETIC ASSOCIATION (NCAA) ELIGIBILITY CENTER STANDARDS** **(Division I and II Only)**

Prospective NCAA Division I student athletes (full-time) must attain a minimum 2.3 GPA in a total of 16 NCAA approved core course credits. Students may also qualify as an "Academic Redshirt" (Division I only) by completing 16 core courses while attaining at least a 2.0 GPA. Prospective NCAA Division II student athletes (full-time) must attain a minimum 2.2 GPA in a total of 16 NCAA approved core course credits. Students may also qualify as a "Partial Qualifier" (Division II only) if they have not met all the Division II academic standards. Some colleges may require ACT and SAT scores. Please refer to the [NCAA website](#) for more information.

Not all BHS classes count as NCAA core courses. Only classes in English, Math, Natural or Physical Sciences, Social Science, and World Language, may be approved as NCAA core courses. Courses approved for any credit (partial or whole) are noted at the end of each course description paragraph.

Generally, a student receives the same number of credits from the NCAA for a core course that they receive from BHS. One academic semester of a class at BHS counts for half of an NCAA core course credit and two academic semesters of the same class at BHS counts as one full credit. However, a one-year class taken over a longer period of time (usually two academic years), i.e. Biology A and Biology B, is considered one core course by the NCAA and is not awarded more than one credit. Please see your school counselor for clarification and details that are specific to your academic situation.

Division III colleges and universities set their own admission standards. The NCAA does not set initial eligibility requirements in Division III.

## CRITERIA REVIEW PROCESS

Students who are not recommended for honors, college accredited, or Advanced Placement courses but have an earnest interest and work ethic to be considered for placement in one of these courses may apply through the Criteria Review process.

Students interested in having their prerequisite criteria reviewed must complete the department specific application form at their February course selection meeting with their school counselor or no later than Friday, February 27th at 3:00pm. Forms are located on the [Course Selection](#) tab on the Counseling Center page of the BHS website.

Each application will be reviewed by the Criteria Review Committee in March. The Committee consists of department members, school counselors, and administrators.

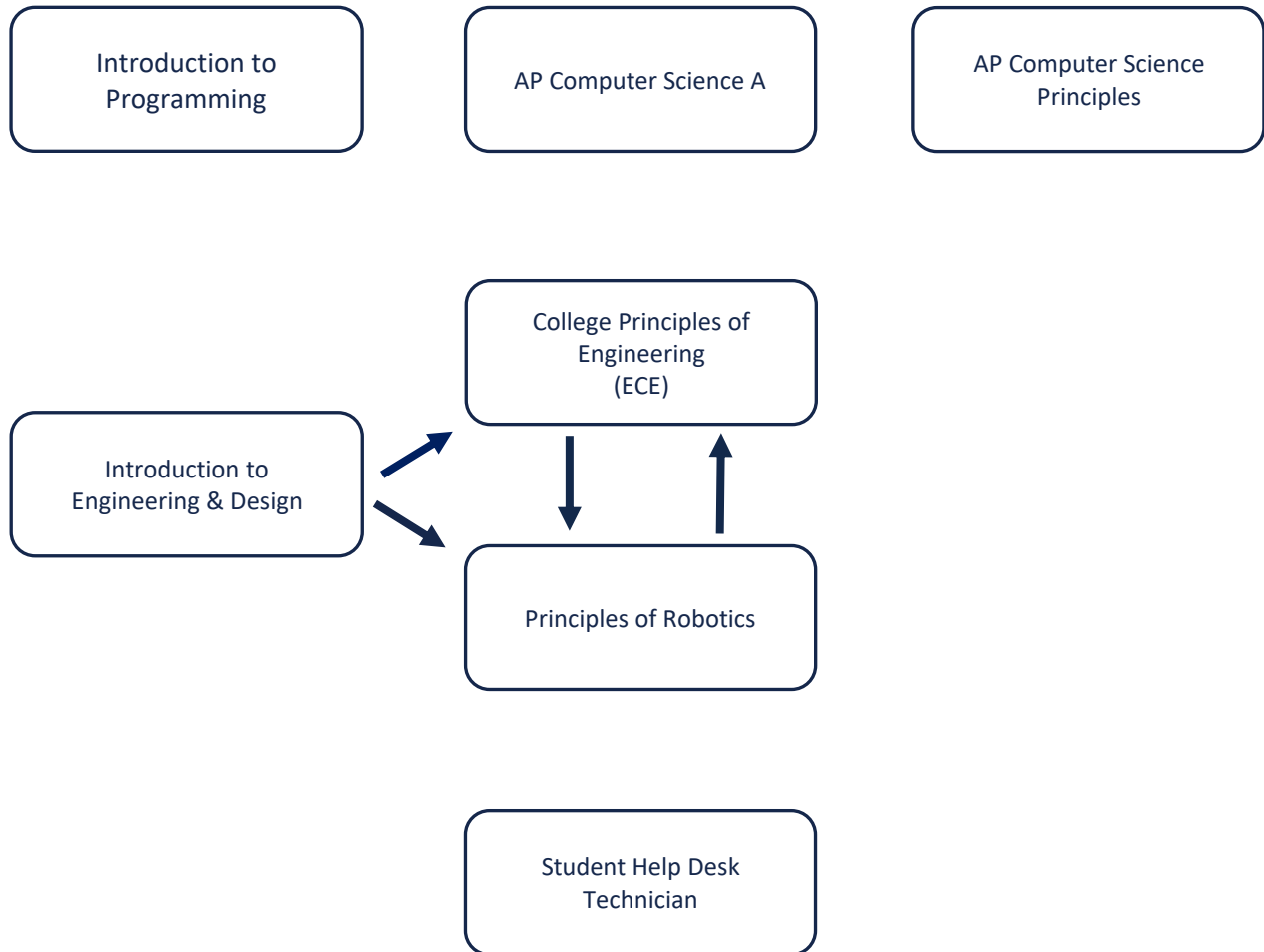
After careful consideration of each application, the Counseling Department will notify students and parents/guardians when Criteria Review decisions are posted to the portal. If a student's application is accepted, the student is responsible for consulting the Briarcliff High School website for a listing of required [summer assignments](#) for honors, college accredited, and Advanced Placement courses. All students will be re-evaluated after the fourth quarter.

**Important to Note:** If a student is placed into an honors, college accredited, or Advanced Placement course by means of the Criteria Review process, their progress will be reviewed after five weeks to ascertain proper student placement. If a student is not in good standing with regards to their academic performance and/or behavior, removal from the course and alternative course placement may be recommended by the teacher after consultation with the student, parent/guardian, and school counselor. Substitute course offerings may be limited due to scheduling constraints.

If a student does not meet the course prerequisites and does not submit a Criteria Review application, placement in an honors, college accredited, or Advanced Placement course will not be considered.

# Computer Science & Engineering Department

## Elective Sequence Options



## **INTRODUCTION TO PROGRAMMING**

Half Year      ½ HS Credit (one semester)

Description: Society has stigmatized programmers as individuals who sit behind computers tediously coding their days away. Missing from that picture is the array of job opportunities available to those with a computer science background. From animation, to game development to engineering – every modern-day company has a technology department. This course will allow you to gauge your interest in computer science! It will expose you to programming content without the added stresses of an Advanced Placement exam. A series of hands on programming exercises will provide coding experience. By the completion of the course, you will have the tools needed for basic programming skills. This course cannot be taken after AP Computer Science A or AP Computer Science Principles. *NCAA approved.*

## **AP COMPUTER SCIENCE A**

Full Year      1 HS Credit

Prerequisite: Open to grades 10-12, permission of instructor for grade 9

Final Exam Requirement: Students must take the AP Computer Science A exam in May

Description: Using JAVA, this course emphasizes object-oriented programming with a concentration on problem solving and algorithm development. It is meant to be the equivalent of a first-semester college level course in Computer Science. It includes the study of data structures, design and abstraction.

*NCAA approved.*

## **AP COMPUTER SCIENCE PRINCIPLES**

Full Year      1 HS Credit

Prerequisite: Open to grades 10-12, permission of instructor for grade 9

Final Exam Requirement: Students must submit the AP Computer Science Principles Create Performance Task and take the AP Computer Science Principles End-of-Course Exam in May

Description: The AP Computer Science Principles course introduces students to the essential ideas of computer science and helps them to understand how computing and technology can influence the world around them. As part of this course, students will be exposed to a broad range of computing tools and skills while creatively addressing real-world issues and concerns.

Almost every field today – including business, law, medicine, and science – requires an understanding of computing. The skills students learn in the course can be applied across a wide range of careers and disciplines. Along with the fundamentals of computing, students will learn:

- Creative problem solving
- How to apply computational processes to analyze large data sets
- Internet structures and important cyber security issues
- Programming and global impacts of computing

*NCAA approved.*

## **INTRODUCTION TO ENGINEERING & DESIGN**

Full Year 1 HS Credit

Prerequisite: Successful completion of Algebra I R

Description: This one-year course is designed to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation of Engineering. Students use Autodesk Fusion 360 solid modeling software to design solutions to problems while they learn how to document their work and communicate solutions to peers and members of the professional community. Students will develop skills in technical representation and documentation of design solutions according to accepted technical standards, and they will use current 3D design and modeling software to represent and communicate solutions. In addition, the development of computational methods that are commonly used in engineering problem solving, including statistical analysis and mathematical modeling, are emphasized. This course is a prerequisite for Principles of Engineering. *NCAA approved.*

## **COLLEGE PRINCIPLES OF ENGINEERING**

Full Year 1 HS Credit

ECE Program: Introduction to Technology (CIVIL103 - 3 SUNY Credits)

Prerequisite: Final grade of 85% in Introduction to Engineering & Design

Description: This course is designed to enhance general technological literacy and exposes students to some of the major concepts they will encounter in a college engineering course of study. Students have an opportunity to investigate engineering and high-tech careers and to develop skills and understanding of engineering concepts. Students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, energy, electricity, automation, and kinematics. Students advance their problem-solving skills and apply their knowledge of research and design to create solutions to various challenges – including several different robot building and programming challenges. *NCAA approved.*

## **PRINCIPLES OF ROBOTICS**

Full year 1 HS Credit

Prerequisite: Final grade of 85% or above in Introduction to Engineering & Design

Description: This introductory course provides students with a comprehensive foundation in robotics, covering the essential principles of mechanical design, electronics, control systems, and block programming. Through hands-on projects, students will learn to build and program robots, exploring components such as sensors, actuators, and mini drones to develop autonomous systems. Students will gain an understanding of mini drones and the basics of their operation, applying drone technology to tasks in autonomous navigation and obstacle avoidance. The course emphasizes both the technical skills and creative problem-solving required to navigate real-world applications of robotics, including manufacturing, healthcare, and exploration. Students will also examine the ethics and future of robotics and prepare for team-based competitions to apply their skills in dynamic, collaborative environment.

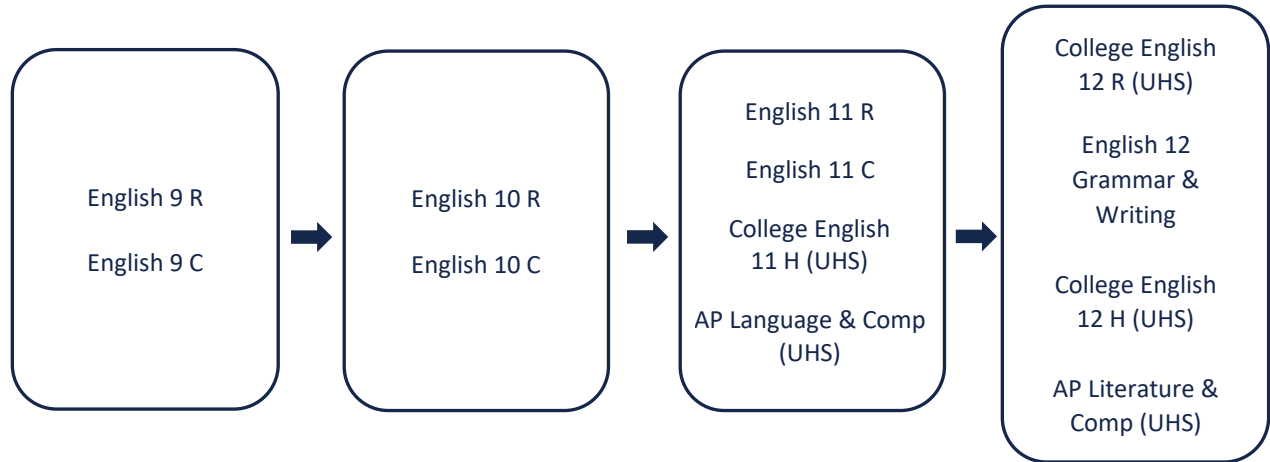
## **STUDENT HELP DESK TECHNICIAN**

Full Year ½ HS Credit

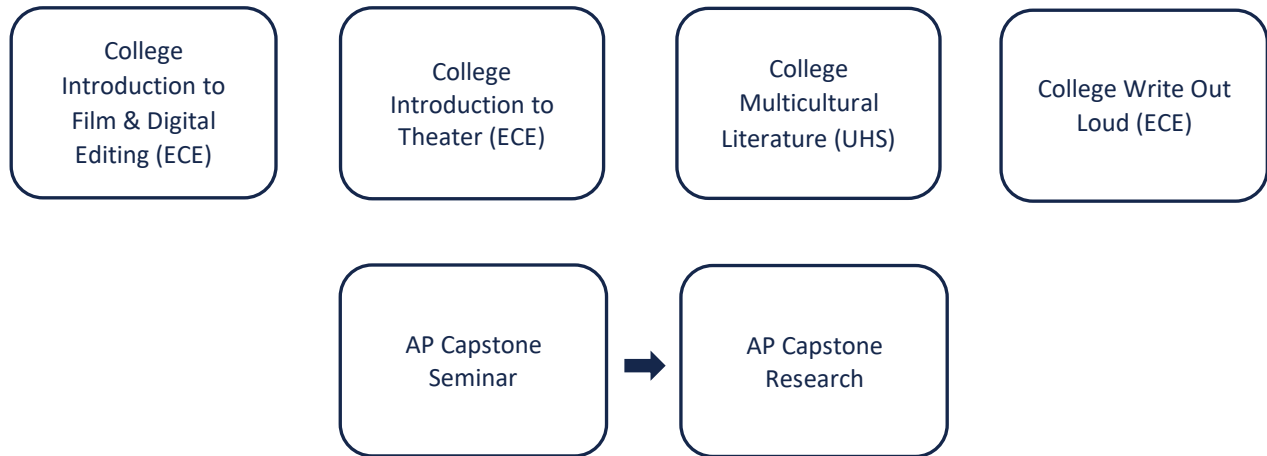
Description: Student Help Desk Technicians will receive in-class training to assist their peers and teachers with technology-related issues. They will learn to fix hardware issues with the MacBook Air and MacBook Pro by ordering and replacing parts and help troubleshoot tech issues that students and faculty members have when they come by the Tech Office. Students will also learn to maintain supplies for the Canon copiers, take Apple approved training courses in ATLAS, and learn a little about the AV field by helping produce the High School Live Announcements. The Student Help Desk Technician is expected to be available for an average of 2 periods per school week.

# English Department

## Core Courses and Sequence Options



## Elective Courses



## **AIS/WRITING LAB**

This opportunity is available to all students at all levels. An English teacher will be available at designated times for extra help, including scheduled AIS ELA support. Students may drop in without an appointment.

## **ENGLISH 9 REGENTS**

Full Year      1 HS Credit

Prerequisite: Successful completion of English 8

Final Exam Requirement: Students must take a final exam in June

Description: English 9 centers on students developing in-depth approaches to reading and responding to literature. Readings explore such themes as self-discovery, challenges, and suspense. Focusing on literary genres such as short stories, non-fiction works, novels, plays and poems, students engage in close reading, analysis, annotation and synthesis of sources in both reading and writing. Outside of class, students are assigned readings and respond in a variety of creative, descriptive, narrative, persuasive, and expository modes. The emphasis is on the writing process through prewriting, drafting, revising, and final editing of written works. Much of the writing in the course prepares students for a final exam modeled after Common Core Standards as well as the Regents exam in English Language Arts (ELA), which they will take in junior year. Grammar and punctuation skills are reinforced in students' writing. *NCAA approved.*

## **ENGLISH 9 COLLABORATIVE**

Full Year      1 HS Credit

Prerequisite: Successful completion of English 8

Final Exam Requirement: Students must take a final exam in June

Description: English 9 Collaborative addresses the English 9 curriculum described above but tailors the pace of the course to meet the needs of the individual student. Special Education teachers and content teachers confer, plan, and strategize to better enable differentiation of instruction. *NCAA approved.*

## **ENGLISH 10 REGENTS**

Full Year      1 HS Credit

Prerequisite: Successful completion of English 9 R or English 9 C

Final Exam Requirement: Students must take a final exam in June

Description: English 10 is comprised of multi-cultural texts designed to complement the 10th grade global studies curriculum. We will survey a variety of non-fiction works, novels, short stories, drama, and poetry from around the globe, including both the distant past and the modern world. Students will write in a variety of modes, including analytical, journalistic, expository, synthetical, poetic, and creative. Students will also complete an interdisciplinary research paper. Much of the writing in the course prepares students for the Common Core Regents Exam in English Language Arts (ELA), which they will take in junior year. Students will also focus on studying vocabulary via Greek and Latin roots and prefixes, honing speaking and listening skills, and improving grammar and writing skills. *NCAA approved.*

## **ENGLISH 10 COLLABORATIVE**

Full Year      1 HS Credit

Prerequisite: Successful completion of English 9 R or English 9 C

Final Exam Requirement: Students must take a final exam in June

Description: English 10 Collaborative addresses the English 10 curriculum described above but tailors the pace of the course to meet the needs of the individual student. Special education teachers and content teachers confer, plan and strategize to better enable differentiation of instruction. *NCAA approved.*

## **ENGLISH 11 REGENTS**

Full Year      1 HS Credit

Prerequisite: Successful completion of English 10 R or English 10 C

Final Exam Requirement: Students must take the English Language Arts Regents exam in June

Description: Through a study of major themes that have shaped our culture, English 11 Regents provides a foundation in selected works of American writings. Focusing on a close reading of various genres, the course explores what our written works have to tell us about who we are. The course is designed to complement the U.S. History and Government Regents curriculum. Classroom activities culminate in the writing of essays, poetry, fiction, non-fiction, a research paper, and verbal/visual presentations. *NCAA approved.*

## **ENGLISH 11 COLLABORATIVE**

Full Year      1 HS Credit

Prerequisite: Successful completion of English 10 R or English 10 C

Final Exam Requirement: Students must take the English Language Arts Regents exam in June

Description: English 11 Collaborative addresses the English 11 curriculum described above but tailors the pace of the course to meet the needs of the individual student. Special Education teachers and content teachers confer, plan, and strategize to better enable differentiation of instruction. *NCAA approved.*

## **COLLEGE ENGLISH 11 HONORS**

Full Year      1 HS Credit

UHS Program: Introduction to Analytical Writing (AENG100Z - 3 SUNY Credits)

Prerequisite: Successful completion of English 10 R or English 10 C

Final Exam Requirement: Students must take the English Language Arts Regents exam in June

Description: In addition to the material covered in the English 11 Regents course, the honors students will focus on higher-level thinking, reading, writing, listening, and speaking skills.

Students will read, write and research a variety of topics from varied genres. Thus, the major goal of the course is to cultivate the fundamentals of academic reading and writing, preparing students for further college level studies.

The course's writing will vary from the general to the very specific. Students might study a piece for days, looking astutely at its language and structure. Students may be asked to analyze an author's style, meaning and purpose. There will be several major writing assignments per quarter, which will be graded according to set rubrics. Papers will be steadily examined for a clear understanding and interpretation of the topic evidenced in a strong thesis; development of argument using illustrative details and quotations; organization and focus through rhetorical strategies, clear and logical transitions, and overall unity of ideas; language use including diction, varying sentence structure, development of notable voice, and an awareness of audience/tone; and strength of conventions such as spelling, punctuation, paragraphing, capitalization, grammar and usage and MLA documentation. *NCAA approved.*

## **ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION**

Full Year      1 HS Credit

UHS Program: Introduction to Analytical Writing (AENG100Z - 3 SUNY Credits)

Prerequisite: Successful completion of English 10 R

Final Exam Requirement: Students must take the AP English Language and Composition exam in May and the English Language Arts Regents exam in June

Description: Juniors in the AP Language and Composition course have the possibility of applying for college credit, as determined by their scores on the AP exam in May of junior year or through a SUNY transcript. Unlike the senior AP English course with its focus on the close critical reading of literature, AP Language and Composition focuses primarily on non-fiction with an emphasis on rhetoric — the effective use of language in prose contexts, especially a command of logic, clarity, sentence structure, and organization in the persuasive mode (argumentation). Students will read a wide range of prose styles and topics, from personal narrative to public discourse and social commentary, from imaginative literature to popular culture. In addition to studying the rhetoric of such prose works, students will write for a variety of audiences and purposes (narrative, descriptive, expository, synthetical and persuasive). *NCAA approved.*

## **COLLEGE ENGLISH 12 REGENTS**

Full Year      1 HS Credit

UHS Program: Reading Literature (AENG121 - 3 SUNY Credits)

Prerequisite: Successful completion of English 11 R or English 11 C

Final Exam Requirement: Students must take a final exam in May

Description: Through reading a wide variety of genres, students will develop an appreciation of how literary form influences meaning with an emphasis on developing critical skills and reading strategies. Students will study different genres including novels, plays, short stories, and poems to explore how structure, style, language, and rhetoric diverge and impact meaning. The college-level thematic units are designed to create a progression: exploring one's voice to constructing one's reality; from reality to understanding global diversity; and from diversity to questioning how war and social unrest affect mankind. The primary skills addressed in each unit will be close critical reading of texts as well as the application of the thematic framework to varied writing assignments. Students work on developing a sound academic basis for college. It is a course that strives to address academic and personal needs in a challenging and thoughtful manner. *NCAA approved.*

## **ENGLISH 12 GRAMMAR & WRITING**

Full Year      1 HS Credit

Prerequisite: Successful completion of English 11 R or English 11 C

Description: English 12 Grammar & Writing is a yearlong course to further develop the writing skills needed for success post-secondary school. It will explore effective writing primarily by reading non-fiction works, short essays, stories, plays and novels; by imitating successful writing models; and by drafting, conferring on and revising original essays. The course will emphasize fostering effective writing by cultivating a fluent sentence style. Students will also develop their command of standard grammar and usage. *NCAA approved.*

## **COLLEGE ENGLISH 12 HONORS**

Full Year      1 HS Credit

UHS Program: Reading Literature (AENG121 - 3 SUNY Credits)

Prerequisite: Successful completion of English 11 R, English 11 C, or College English 11 H

Final Exam Requirement: Students must take a final exam in May

Description: Through reading a wide variety of genres, students will develop an ability to differentiate between appearance versus reality. As well, students will use newspapers, magazines, blogs, and other non-fiction sources to determine the validity of sources when researching a specific event or topic. The year will be divided into three major units, each addressing the aforementioned theme of appearance vs. reality. All units will include the writing, revising, and editing of essays. *NCAA approved.*

## **ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION**

Full Year      1 HS Credit

UHS Program: Reading Literature (AENG121 - 3 SUNY Credits)

Prerequisite: Successful completion of English 11 R, English 11 H, or AP English Language & Composition

Final Exam Requirement: Students must take the AP English Literature and Composition exam in May

Description: Seniors in the AP English Literature course have the possibility of earning college credit as determined by their scores on the AP exam taken in May of senior year or via credits earned from a SUNY transcript. Students will read a wide range of challenging literature, including novels, poems, and plays that span a chronological period ranging from the medieval era to the present day. Through close critical reading and discussion of literary works, they will heighten their awareness of how the nuances of language contribute to the meaning and effect of the works under study. Students are expected to contribute actively to classroom seminar discussions of the course readings. Students unwilling or unprepared to do so should not consider this course. Students are expected to have a firm command of the conventions of standards of English grammar, usage, and mechanics when they sign up for this course. *NCAA approved.*

## **ENGLISH TO SPEAKERS OF OTHER LANGUAGES**

Full Year      1 HS Credit

Description: English to Speakers of Other Languages is a course designed for English Language Learners. While the class focuses on instruction in developmental English, it also provides content area support needed for success in the core curriculum. ESOL class parallels English 9-12 course requirements.

## **ENGLISH ELECTIVES**

Electives offered *in addition to* full year required courses.

### **COLLEGE INTRODUCTION TO FILM & DIGITAL EDITING**

Full Year 1 HS Credit

ECE Program: Introduction to Film (FILM100 - 3 SUNY Credits)

Description: Get off the couch and become a part of the world of film! The Introduction to Film and Digital Editing is a hands-on course that teaches students how to analyze and create films. Students learn the key elements of cinema: narrative, cinematography, mise-en-scene, editing, and sound and learn to critically analyze films as well as the skills needed to shoot, edit, and produce films. Behind the scenes course work includes learning the camera, digital editing equipment, and sound equipment using digital cameras and Adobe Premier software on Macs.

*Credit Note:* Students may choose to earn one credit in English or one credit in Visual Arts.

### **COLLEGE INTRODUCTION TO THEATER**

Full Year 1 HS Credit

ECE Program: Introduction to the Theatre 1 (THEAT101 - 3 SUNY Credits)

Description: Learn about theater on the stage and behind the scenes! College Introduction to Theater is an exploratory theatre course combining on-your-feet activities with acting technique and technical theater. It is designed for both students who are new to the theatre and students who are experienced actors. Coursework will develop the actors' stage voices and basic acting skills. Units of study introduce the following topics: improvisation, elements of acting, director's techniques, stage combat, monologues, stage make-up, costumes, set design, scene study, characterization and theater history. A final staged reading will be part of the curriculum.

*Credit Note:* Students may choose to earn one credit in English or one credit in Performing Arts.

### **COLLEGE MULTICULTURAL LITERATURE**

Full Year 1 HS Credit

UHS Program: Topics in English Studies (AENG 106 - 3 SUNY Credits)

Prerequisite: Open to grades 10-12, sophomores require academic approval as per UHS guidelines

Description: Looking for a way to learn more about other cultures? Want to immerse yourself in a compelling story that highlights historical events? This is the course for you: an introduction to literature from varying ethnicities that will explore national, historical, and cultural identities. The course will focus on several genres: fiction, non-fiction, memoir, short story, poetry, and graphic novel. Texts will expose students to literary traditions and movements shaped by history. Students will be writing in several genres including making their own graphic novels, crafting a formal literary analysis, and researching patterns in literature related to history. There will be some film study to enhance the literature. *NCAA approved.*

### **COLLEGE WRITE OUT LOUD**

Full Year 1 HS Credit

ECE Program: Speech Communication (COMM109 - 3 SUNY Credits)

Description: A hybrid of Creative Writing and Public Speaking: this course will use a variety of techniques to develop personal voice and artistry in writing and poise and polish when speaking publicly as poets, presenters, and storytellers. Grading in this course is portfolio based. Each quarter, students will create a portfolio consisting of several major speeches, presentations, and creative writing assignments. Students enrolled in the course are expected to be active participants and engaged listeners. *NCAA approved.*

## AP CAPSTONE DIPLOMA PROGRAM

AP Capstone is a diploma program consisting of two AP courses:

- AP Seminar (Year 1)
- AP Research (Year 2)

These yearlong courses focus on developing the critical thinking, research, collaboration, time management, and presentation skills you need for college-level work.

If a student earns scores of 3 or higher in AP Seminar and AP Research and on four additional AP exams of the student's choosing throughout high school, the student receives the **AP Capstone Diploma** designation.

If a student earns scores of 3 or higher in AP Seminar and AP Research, the student receives the **AP Seminar and Research Certificate**.

***Please note: To receive The AP Capstone Certificate and /or Diploma, the student is required to take both the AP Seminar and AP Research courses. A student may elect to take only the AP Seminar course and not continue with the AP Research course.***

### AP CAPSTONE SEMINAR Year 1

Full Year      1 HS Credit

Prerequisites: Open to grades 10-12 with a 94% average in English Regents or a 90% average in English Honors or AP

Final Exam Requirement: Students must submit the AP Seminar Performance Tasks and take the AP Seminar End-of-Course Exam in May

Description: AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. The course aims to equip students with the power to analyze and evaluate information with accuracy and precision to craft and communicate evidence-based arguments. AP Seminar students demonstrate the skills they have built during their investigations of topics through three assessments that make up the final AP grade.

Students will complete the following in AP Seminar (Year 1):

- Individual Research report and Team Multimedia Presentation
- Individual Written Argument and Individual Multimedia Presentation
- AP End-of-Course Exam in May

## **AP CAPSTONE RESEARCH Year 2**

Full Year      1 HS Credit

Prerequisite: Successful completion of AP Seminar

Final Exam Requirement: Students must submit the AP Research Performance Tasks in May

Description: AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

Students will complete the following in AP Research (Year2):

- Academic Paper
- Presentation & Oral Defense
- There is no end-of-year AP exam

### **AP CAPSTONE DIPLOMA:**

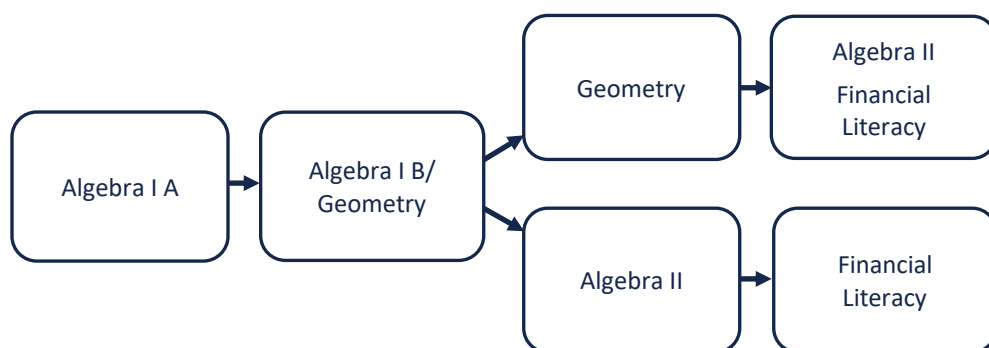
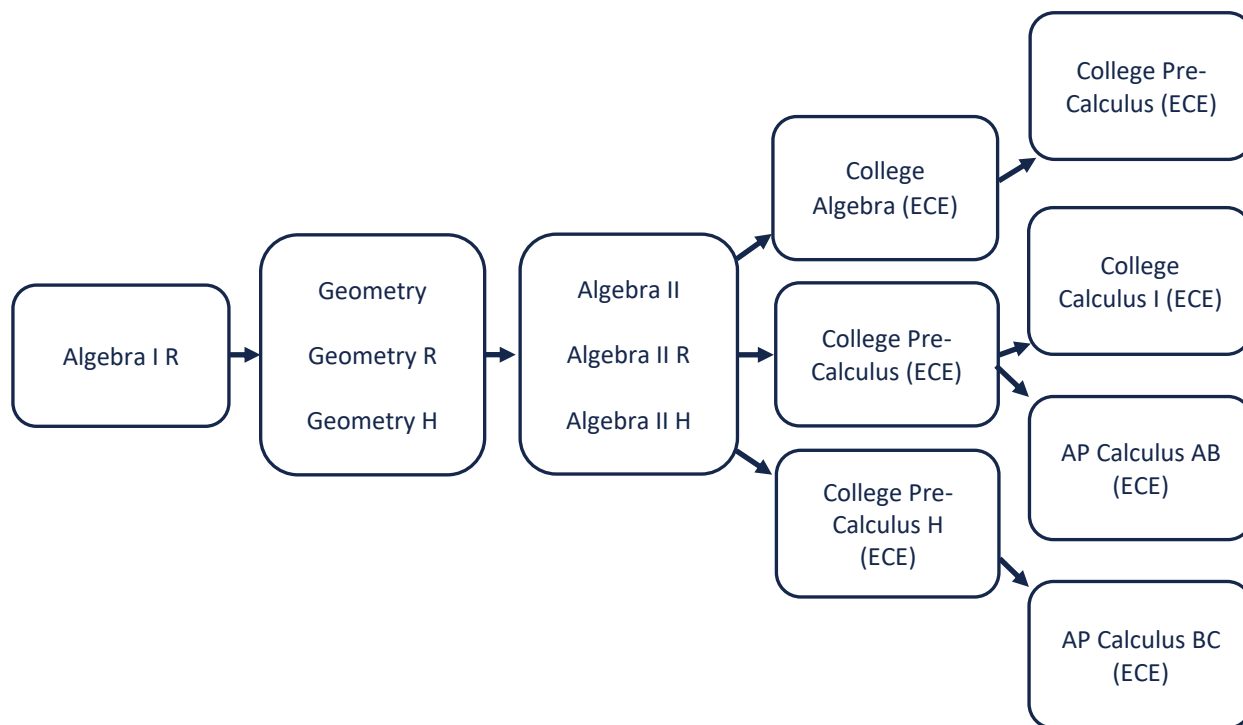
The student earns scores of 3 or higher in AP Seminar and AP Research and on four additional AP exams of the student's choosing throughout high school, the student receives the **AP Capstone Diploma** designation.

### **AP CAPSTONE CERTIFICATE:**

The student earns scores of 3 or higher in AP Seminar and AP Research, the student receives the **AP Seminar and Research Certificate**.

# Mathematics Department

## Core Courses and Sequence Options



### Elective Courses



## **MATH LAB**

This opportunity is available to all students at all levels. A mathematics teacher and peer tutors from the Math Honor Society will be available at designated times for extra help, including scheduled AIS Math support. Students may drop in without an appointment.

## **ALGEBRA I A**

Full Year      1 HS Credit

Prerequisite: Successful completion of Math 8

Final Exam Requirement: Students must take a final exam in June

Description: This course is designed for students who would benefit from a 1 ½ year pacing through the Next Generation Algebra Regents curriculum. The main focus is on developing algebra concepts and skills through a multiple representations approach at a slower pace. This course is followed by the Algebra I B/Geometry course. *NCAA approved.*

## **ALGEBRA I REGENTS**

Full Year      1 HS Credit

Prerequisite: Successful completion of Math 8 with teacher recommendation

Final Exam Requirement: Students must take the Algebra I Regents exam in June

Description: This course is the one-year pacing through the Next Generation curriculum. The main focus is on developing algebra concepts and skills through a multiple representations approach. *NCAA approved.*

## **ALGEBRA I B/GEOMETRY**

Full Year      1 HS Credit

Prerequisite: Successful completion of Algebra I A

Final Exam Requirement: Students must take the Algebra I Regents exam in January and a Geometry final exam in June

Description: This course is the second session of the 1 ½ year pacing through the Next Generation Algebra Regents curriculum. Students will complete the curriculum midyear and then take the NYS Algebra I Regents exam in January of the course year. Successful completion of the curriculum plus a passing grade on the Regents exam is a requirement for high school graduation. The second half of the course will introduce the students to the study of Geometry. *NCAA approved.*

## **GEOMETRY**

Full Year      1 HS Credit

Prerequisite: Successful completion of Algebra I B/Geometry

Final Exam Requirement: Students must take a final exam in June

Description: The fundamental purpose of this course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Major emphasis will be placed on: geometric notation, constructions, congruence, similarity, trigonometry, transformational geometry, coordinate geometry and geometry of three dimensions. *NCAA approved.*

## **GEOMETRY REGENTS**

Full Year 1 HS Credit

Prerequisite: Successful completion of Algebra I R

Final Exam Requirement: Students must take the Geometry Regents exam in June

Description: This is the second course of the NYS Math Regents Curriculum. The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Major emphasis will be placed on; Congruence, Proof, and Constructions, Similarity and Trigonometry, Extending to Three Dimensions, and Connecting Algebra and Geometry through Coordinates. *NCAA approved.*

## **GEOMETRY HONORS**

Full Year 1 HS Credit

Prerequisite: Minimum test average of 88% in Algebra I H or 93% test average in Algebra I R

Final Exam Requirement: Students must take the Geometry Regents exam in June

Description: This is the second course of the NYS Math Regents Curriculum. The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Major emphasis will be placed on: Congruence, Proof, and Constructions, Similarity, Proof, and Trigonometry, Extending to Three Dimensions, and Connecting Algebra and Geometry through Coordinates. Students are presented with advanced challenges with each topic. *NCAA approved.*

## **ALGEBRA II**

Full Year 1 HS Credit

Prerequisite: Successful completion of a full year Geometry course or Algebra I B/Geometry with teacher recommendation

Final Exam Requirement: Students must take a final exam in June

Description: This course is designed for students who would benefit from strengthening algebra skills prior to pursuing completion of a college level math course. Topics of instruction include intermediate algebra and geometry, functions, complex number systems, Euclidean geometry, and exponential/logarithmic functions at a slower pace. *NCAA approved.*

## **ALGEBRA II REGENTS**

Full Year 1 HS Credit

Prerequisite: Successful completion of Geometry H or minimum test average of 80% in Geometry R

Final Exam Requirement: Students must take the Algebra II Regents exam in June

Description: This course completes the NYS Math Regents Curriculum. The students upon completion of the course and passing the Algebra II Regents Exam will have met the mathematics requirements for an Advanced Regents diploma. Topics of instruction include advanced algebra functions, exponential and logarithmic functions, and statistics. *NCAA approved.*

## **ALGEBRA II HONORS**

Full Year 1 HS Credit

Prerequisite: Minimum 88% test average in Geometry H and 88% test average in Algebra I H or 93% test average in Geometry R and 93% test average in Algebra I R

Final Exam Requirement: Students must take the Algebra II Regents exam in June

Description: This course completes the NYS Math Regents Curriculum. The students upon completion of the course and passing the Algebra II Regents Exam will have met the mathematics requirements for an Advanced Regents diploma. Topics of instruction include advanced algebra functions, exponential and logarithmic functions, complex number systems, trigonometry, probability, and statistics. Students are presented with advanced challenges with each topic. *NCAA approved.*

## **FINANCIAL LITERACY (formerly taught as Quantitative Reasoning)**

Full Year 1 HS Credit

Prerequisite: Open to students in grades 11 and 12

Description: This course equips students with the practical knowledge and skills needed to become financially capable adults and make informed financial decisions across various life stages. Key topics include; building a budget, managing credit and debt responsibly, understanding income and taxes, evaluating and managing financial risks, and developing saving and investing strategies for short- and long-term goals. Through real-world examples, hands-on activities, and scenario-based projects, learners will leave with a stronger understanding of how to manage money, reduce financial stress, and build long-term financial security.

## **COLLEGE ALGEBRA**

Full Year 1 HS Credit

ECE Program: College Algebra (MATH131 - 4 SUNY Credits)

Prerequisite: Successful completion of Algebra I R and Geometry R. Additionally, successful completion of Algebra II R or Algebra II with teacher recommendation

Final Exam Requirement: Students must take a final exam in May

Description: This course is designed for college-bound students looking to enhance their mathematical skills for required math classes at the collegiate level. The course uses a functional based approach to insure understanding of upper-level mathematics. *NCAA approved.*

## **COLLEGE PRE-CALCULUS**

Full Year 1 HS Credit

ECE Program: Pre-Calculus (Functions and Coordinate Geometry) (MATH161 - 4 SUNY Credits)

Prerequisite: Successful completion of Algebra II H or minimum test average of 88% in Algebra II R

Final Exam Requirement: Students must take a final exam in May

Description: This course continues to develop and strengthen students' understanding of mathematics concepts essential for college studies. Topics of instruction include complex number systems, functions and graphs, exponential and logarithmic functions, vector analysis, mathematical induction, matrices, scatter plots, curves of best fit, sequence and series, parametric graphs, polar graphs, and trigonometry. *NCAA approved.*

## **COLLEGE PRE-CALCULUS HONORS**

Full Year 1 HS Credit

ECE Program: Pre-Calculus (Functions and Coordinate Geometry) (MATH161 - 4 SUNY Credits)

Prerequisite: Minimum test average of 88% in Algebra II H or 93% test average in Algebra II R

Final Exam Requirement: Students must take a final exam in June

Description: This course emphasizes the techniques and concepts needed for the study of calculus. Topics of instruction include complex number systems, functions and graphs, exponential and logarithmic functions, vector analysis, mathematical induction, matrices, scatter plots, curves of best fit, sequence and series, parametric graphs, polar graphs, trigonometry, and limits. Students are presented with advanced challenges with each topic. *NCAA approved.*

## **COLLEGE CALCULUS 1**

Full Year      1 HS Credit

ECE Program: Calculus I (MATH181 - 4 SUNY Credits)

Prerequisite: Successful completion of College Pre-Calculus H or minimum test average of 80% in College Pre-Calculus. Pre-Calculus must be a full year course

Description: Students taking this course are exposed to all topics included in the AP Calculus AB Curriculum without the pressure of the AP exam and without the demanding pace of the AP course. Students that successfully complete this course usually do well on college placement exams and are often exempt from college math requirements depending on their major field of study. *NCAA approved.*

## **ADVANCED PLACEMENT CALCULUS AB**

Full Year      1 HS Credit

ECE Program: Calculus 1 (MATH181 - 4 SUNY Credits)

Prerequisite: Minimum test average of 85% in College Pre-Calculus H or 90% test average in College Pre-Calculus. Pre-Calculus must be a full year course

Final Exam Requirement: Students must take the AP Calculus AB exam in May

Description: The curriculum includes a rigorous study of functions, graphs, limits, derivatives, integrals, and their applications. This course requires taking the AP Exam in May. AP credit is based on the AP grade and college attended. *NCAA approved.*

## **ADVANCED PLACEMENT CALCULUS BC**

Full Year      1 HS Credit

ECE Program: Calculus 1 and Calculus 2 (MATH181 and MATH191 - 8 SUNY Credits)

Prerequisite: Minimum test average of 90% in College Pre-Calculus Honors. Pre-Calculus must be a full year course

Final Exam Requirement: Students must take the AP Calculus BC exam in May

Description: This course is designed for the highly motivated student who has demonstrated superior ability in mathematics; this Advanced Placement course provides an in-depth study of the concepts and methods of calculus. BC curriculum is an extension of the Calculus AB curriculum. The additional topics are: parametric, polar, vector functions, polynomial approximations and series, and additional applications of the derivative and integral. This course requires taking the Advanced Placement BC examination in May. A required lab period meets five times per cycle. *NCAA approved.*

## MATHEMATICS ELECTIVES

### **ADVANCED PLACEMENT STATISTICS**

Full Year      1 HS Credit

Prerequisite: (Senior Year): Successful completion of College Pre-Calculus H or College Pre-Calculus

Prerequisite: (Junior Year): Successful completion of Algebra II H or Algebra II R with teacher recommendation

Prerequisite: (Sophomore Year): Teacher recommendation

Final Exam Requirement: Students must take the AP Statistics exam in May

Description: The curriculum acquaints students with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will frequently work on projects involving the hands-on gathering and analysis of real-world data. Ideas and computations presented in this course have immediate links and connections with actual events. Computers and calculators will allow students to focus deeply on the concepts involved in statistics. Students who take this course must be prepared to write clearly and extensively to justify their findings. The ability to communicate one's findings is just as important as the computations leading to the findings. *NCAA approved.*

### **COLLEGE PERSONAL FINANCE**

Full Year      1 HS Credit

ECE Program: Personal Finance (SS105 - 3 SUNY Credits)

Prerequisite: Open to students in grades 11 and 12 with successful completion of Geometry R

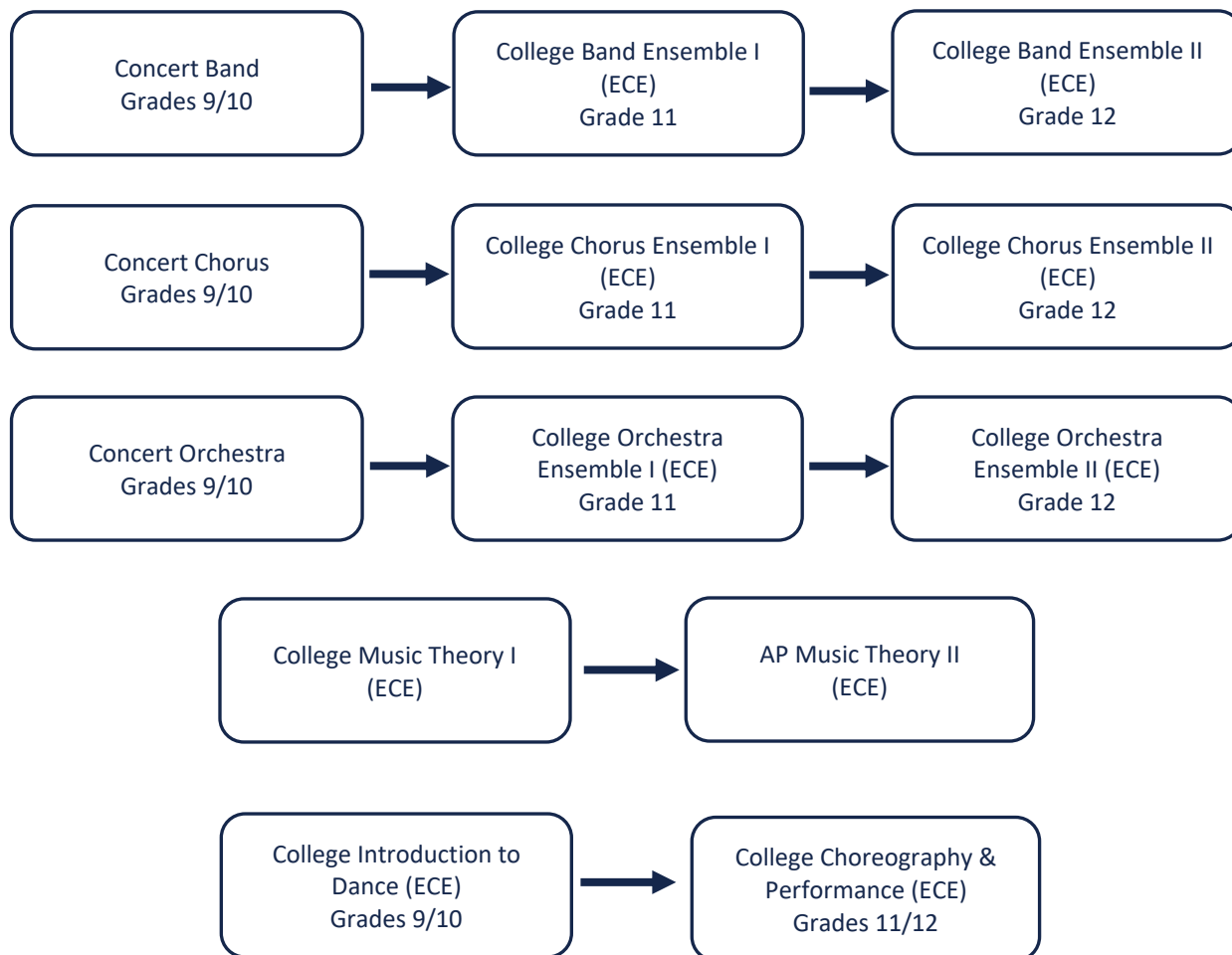
Final Exam Requirement: The course culminates in a Financial Literacy certification program

Description: The primary objective of this course is to inform students of the financial opportunities and challenges that come with post-adolescent independence. This dual-enrollment offering provides both high school and college credit, inviting students to experience college-level expectations while building essential financial literacy skills that will benefit them immediately and throughout adulthood.

Students will explore a wide range of topics, including budgeting and cash-flow management, the time value of money, tax strategies, employment and income, checking and savings accounts, interest rates, consumer credit, credit scores, loans, identity theft prevention, and insurance. Additional units cover auto financing, housing costs, investing through stocks, bonds, and mutual funds, savings and brokerage accounts, retirement planning, estate planning, health-care costs, and employee benefits.

# Performing Arts Department

## Core Courses and Sequence Options



### **CONCERT BAND 9/10**

Full Year      1 HS Credit

Prerequisite: MS Band, Concert Band 9, or audition. Intermediate level note reading and technical skills are required.

Description: Concert Band 9/10 is a performance-based course in which students in grades 9 and 10 play a diversified repertoire from standard, military, popular, jazz, and contemporary band music with students in grades 11 and 12 in the College Band Ensemble. Additional performing experience is provided for advanced players who may audition for the Jazz Band, a co-curricular enrichment activity. Participation in lessons, sectionals, concerts, festivals (e.g., NYSSMA Majors) is expected.

### **CONCERT CHORUS 9/10**

Full Year      1 HS Credit

Prerequisite: MS Chorus, Concert Chorus 9, or audition

Description: Concert Chorus 9/10 is a performance-based course in which students in grades 9 and 10 perform a varied repertoire with students in grades 11 and 12 in the college Chorus Ensemble. The Chorus Class is open to all students and requires basic singing skills, including: the ability to sing a simple tune (such as *Happy Birthday*) with good intonation: matching pitch, and keeping a steady rhythm while singing. Additional performing experience is provided for advanced singers who may audition for the Briarcliff Singers, a co-curricular enrichment activity. Participation in lessons, sectionals, concerts, festivals (e.g., NYSSMA Majors) is expected.

### **CONCERT ORCHESTRA 9/10**

Full Year      1 HS Credit

Prerequisite: MS Orchestra, Concert Orchestra 9, or audition

Description: Concert Orchestra 9/10 is a performance-based course in which students in grades 9 and 10 perform music that includes standard classical repertoire as well as contemporary works in the modern and jazz idioms with students in grades 11 and 12 in the College Orchestra Ensemble. Additional performing experience is provided for advanced players who may audition for the Chamber Music Group, a co-curricular enrichment activity. Participation in lessons, sectionals, concerts, festivals (e.g., NYSSMA Majors) is expected.

### **COLLEGE BAND ENSEMBLE I/II**

Full Year      1 HS Credit

ECE Program: Instrumental Ensemble I/Instrumental Ensemble II (MUSIC132/MUSIC133 – 2 SUNY Credits each year)

Prerequisite: Open to grades 11 and 12, audition required

Description: College Band Ensemble is a performance-based course in which students primarily perform a diverse selection of musical works equivalent to New York State School Music Association (NYSSMA) level four (4) through six (6) concert band and wind ensemble repertoire. This 11<sup>th</sup>-12<sup>th</sup> grade select ensemble encourages private lesson study in addition to attendance in regularly scheduled in-school sectionals and lesson groups. Participation in lessons, sectionals, concerts, festivals (e.g., NYSSMA Majors) is expected. Additional performing opportunities within the department, such as Jazz Band, are also available by audition.

### **COLLEGE CHORUS ENSEMBLE I/II**

Full Year      1 HS Credit

ECE Program: Chorus 1/Chorus 2 (MUSIC130/MUSIC131 - 2 SUNY Credits each year)

Prerequisite: Open to grades 11 and 12, audition and voice testing required

Description: College Chorus Ensemble is a performance-based course in which students primarily perform a diverse selection of musical works equivalent to New York State School Music Association (NYSSMA) level four (4), five (5) and six (6) choral repertoires. This 11<sup>th</sup>-12<sup>th</sup> grade select ensemble encourages private lesson study in addition to attendance in regularly scheduled in-school sectionals and lesson groups. Participation in lessons, sectionals, concerts, festivals (e.g., NYSSMA Majors) are expected. Additional performance opportunities within the department, such as Briarcliff Singers, are also available by audition.

### **COLLEGE ORCHESTRA ENSEMBLE I/II**

Full Year      1 HS Credit

ECE Program: Applied Music Strings I/Applied Music Strings II (MUSIC141A/ MUSIC141 B - 1 SUNY Credit each year)

Prerequisite: Open to grades 11 and 12, previous orchestral experience required

Description: College Orchestra Ensemble is a performance-based course in which students primarily perform a diverse selection of musical works equivalent to New York State School Music Association (NYSSMA) level four (4) and five (5) string orchestra repertoire. This ensemble encourages private lesson study in addition to attendance in regularly scheduled in-school sectionals. Participation in lessons, sectionals, concerts, festivals (e.g. NYSSMA Majors) is expected. Additional performing opportunities within the department, such as the Chamber Music Group, are also available by audition.

### **COLLEGE MUSIC THEORY I**

Full Year      1 HS Credit

ECE Program: Basic Musicianship (MUSIC110 - 3 SUNY Credits)

Description: Music Theory I is an elective course that covers the fundamentals of music theory while introducing new skills of dictation, sight singing and harmonic analysis. Previous musical experience is helpful but not necessary. Music learning will be enhanced using in-class listening presentations provided by students, theory workbooks, web-based materials, in-class singing and basic piano keyboard study.

### **ADVANCED PLACEMENT MUSIC THEORY II**

Full Year      1 HS Credit

ECE Program: Music Theory I (MUSIC111 - 3 SUNY Credits)

Prerequisite: Successful completion of College Music Theory I or diagnostic exam

Final Exam Requirement: Students must take the AP Music Theory exam in May

Description: The goal of an AP Music Theory course is to develop a student's ability to recognize, understand and describe the basic materials and processes of music composition that are heard or presented in a musical score from the "Common Practice" era (1600-1800's) in music. The achievement of this goal is promoted by integrated approaches to the student's continued development of aural skills, sight-singing skills, compositional skills and analytical skills.

## **COLLEGE INTRODUCTION TO DANCE**

Full Year      ½ HS Credit (meets on alternate days)

ECE Program: Movement Improvisation (DANCE105 - 1 SUNY Credit)

Description: Movement Improvisation is a dance class that expands the student's movement vocabulary and understanding through a variety of problem-solving movement exercises. By solving the movement exploration problems, the student spontaneously discovers new approaches to create choreography. Students will participate in informal performance showings.

*Credit Note:* Students may choose to earn a half credit in Performing Arts or a half credit in Physical Education. If this class is fulfilling the Performing Arts requirement or being taken as a general elective, students must be enrolled in a Physical Education course. If this class is fulfilling the Physical Education requirement for the year, students do not need to be enrolled in a Physical Education course.

Physical Education grades are not averaged into a student's GPA. Therefore, if College Introduction to Dance is taken in lieu of Physical Education, the grade achieved will not be averaged into the student's GPA. If College Introduction to Dance is taken concurrently with Physical Education, the grade achieved in College Introduction to Dance will be averaged into the student's GPA.

## **COLLEGE CHOREOGRAPHY & PERFORMANCE**

Full Year      ½ HS Credit (meets on alternate days)

ECE Program: Choreography and Dance Performance Combined (DANCE205 - 3 SUNY Credits)

Prerequisite: Two years of College Introduction to Dance or permission of instructor

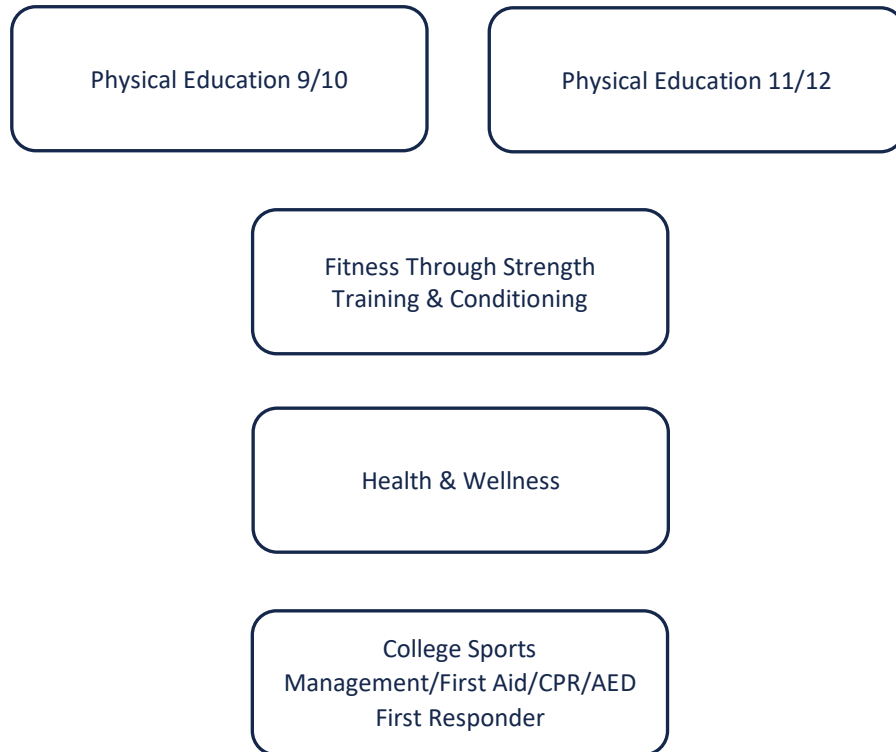
Description: This course provides training in basic choreographic skills as an extension of those skills acquired in College Introduction to Dance. Students will concentrate on the development of original choreography and learn the art of making their own dances. Students will participate in informal performance showings.

*Credit Note:* Students may choose to earn a half credit in Performing Arts or a half credit in Physical Education. If this class is fulfilling the Performing Arts requirement or being taken as a general elective, students must be enrolled in a Physical Education course. If this class is fulfilling the Physical Education requirement for the year, students do not need to be enrolled in a Physical Education course.

Physical Education grades are not averaged into a student's GPA. Therefore, if College Choreography & Performance is taken in lieu of Physical Education, the grade achieved will not be averaged into the student's GPA. If College Choreography & Performance is taken concurrently with Physical Education, the grade achieved in College Choreography & Performance will be averaged into the student's GPA.

# Physical Education & Health Department

## Core Courses and Sequence Options



## PHYSICAL EDUCATION

Full Year      ½ HS Credit (meets on alternate days)

The Physical Education program is part of the total educational curriculum at BHS. Mandated by New York State, all students must successfully complete four years of physical education and be trained in hands-only CPR and AED to be eligible to graduate. It is designed to enhance socialization across grades 9-12, expose high school students to a multitude of activities and provide them with the knowledge necessary to maintain an active and healthy lifestyle throughout their lifetime. In addition, our objectives are:

- To motivate students to make beneficial health related decisions and to value being physically active as a lifestyle.
- To promote the physical, emotional and social growth of all students.
- To promote the concept of fun and enjoyment through participation in physical activities.
- To meet the needs of a variety of student interests and learning styles.

Units of Instruction include but are not limited to:

AED & CPR Training; Badminton; Basketball; Frisbee (Ultimate/Golf); Hiking; Lawn Games; Pickleball; Soccer; Speedball; Table Tennis; Tennis; Softball; Volleyball.

## FITNESS THROUGH STRENGTH TRAINING & CONDITIONING

Half Year      ½ HS Credit (meets on alternate days)

Description: This course will teach the components of physical fitness including cardiovascular and muscular endurance, strength training, flexibility and body composition. The components will be implemented through stretching, weight training, resistance bands, yoga, and plyometrics. The objective of this class is for each student to improve their fitness level and obtain the knowledge and skills necessary to become lifelong participants in physical activity.

**Note:** *Students enrolled in this course may not participate in senior alternative or athletic exemption.*

**Note:** *This class can fulfill the Physical Education requirement for the year. Any student may register for this course as an elective in addition to their regular Physical Education class.*

Physical Education grades are not averaged into a student's GPA. Therefore, if Fitness Through Strength Training & Conditioning is taken in lieu of Physical Education, the grade achieved will not be averaged into the student's GPA. If Fitness Through Strength Training & Conditioning is taken concurrently with Physical Education, the grade achieved in Fitness Through Strength Training & Conditioning will be averaged into the student's GPA.

## HEALTH & WELLNESS

Half Year      ½ HS Credit (one semester)

Description: This one semester course is a graduation requirement designed to create a strong foundation for healthy decision-making and lifelong wellness. The student-centered learning environment built on mutual respect includes whole class discussions and cooperative learning experiences, as well as wellness opportunities including fitness activities and yoga. Throughout this course, students will demonstrate a comprehensive understanding of the following skills: advocacy, communication, decision making, goal setting, stress management and maintaining healthy relationships. Within this framework, students will learn about alcohol/opioids & other drugs, disease prevention, mental health, nutrition & sexual responsibility.

## **HEALTH & WELLNESS ONLINE**

Half Year      ½ HS Credit (one semester)

Prerequisite: Open to grades 11-12

Description: This course is the online option for the New York State mandated Health requirement. Major Topics and Concepts as they relate to Wellness are Nutrition, Mental Health, Abuse, Body Composition, Disease Prevention, Influences, Technology, Substance Abuse, Responsible Sexuality, and Community Resourcing. Students can learn at their own pace, however, “any pace” still means that students must make progress in the course every week. To measure learning, students engage in interactive learning opportunities to encourage them to eat well, be active and make thoughtful and informed decisions. Each lesson ends with a multiple-choice quiz. Students are expected to maintain regular contact with teacher.

## **COLLEGE SPORTS MANAGEMENT/FIRST AID/CPR/AED FIRST RESPONDER**

Full Year      ½ HS Credit (meets on alternate days)

ECE Program: EMS First Responder (EMS100 - 3 SUNY Credits)

Description: An introduction to the professional area of sport management discusses basic philosophy and principles of sport at all levels. The term sport refers to all recreational competitive sports, exercise and fitness activities. Management encompasses the activities associated with administration, supervision and leadership. The second component of this class will be Red Cross training and certification in First Aid, CPR and AED.

**Note:** *This class can fulfill the Physical Education requirement for the year. Any student may register for this course as an elective in addition to their regular Physical Education class:*

Physical Education grades are not averaged into a student’s GPA. Therefore, if College Sports Management is taken in lieu of Physical Education, the grade achieved will not be averaged into the student’s GPA. If College Sports Management is taken concurrently with Physical Education, the grade achieved in College Sports Management will be averaged into the student’s GPA.

## **VARSITY ATHLETIC EXEMPTION**

This privilege is open to 11th and 12th graders who are members of a varsity athletic team. Although New York State affords this opportunity to sophomores, our district only grants it for juniors and seniors based on course load. This exemption excuses students from participation in their scheduled physical education class during the student's varsity season only. Varsity Athletic exemption will be graded on a Pass/Fail basis.

The following criteria must be accomplished before a student receives this exemption:

- Student must be in good standing in physical education class and on their varsity team.
- Students must complete the following Athletic Exemption Form and submit it to their physical education instructor with signatures from a parent/guardian. The student must remain in class until the acknowledgement form is signed and returned to their physical education teacher.

Upon completion of the athletic season, the student must return to their regularly scheduled physical education class. If the athlete competes in an individual sport (i.e., swimming/diving, tennis, cross country, track and field) the student must return after their last individual contest, not the teams' last contest.

**IMPORTANT:** This exemption is a privilege that can be revoked for academic or disciplinary reasons.

## ATHLETIC EXEMPTION FORM

Dear Parent/Guardian:

**Athletic Exemption** is a privilege open to 11<sup>th</sup> and 12<sup>th</sup> graders who are members of a varsity team. The Physical Education Department believes this gives student-athletes the opportunity to keep up with their school work during their sports season where they are practicing 2-3 hours a day 5-6 days a week. This exemption is a privilege and extends from the first practice up until the last scheduled athletic contest of that season.

Excused students do not have to report to class. However, they must conduct themselves responsibly and conform to all school rules (i.e. behavior, signing out, punctuality, etc.) while on Athletic Exemption. If a student does not conform to the school rules, they will forfeit this privilege and return to their regularly scheduled physical education class.

Your child has opted to participate in this program. It is their responsibility to attend 90% of their team's practices/games/matches and return to class upon completion of their last contest. If they participate in a team sport (volleyball, football, basketball) they must return to physical education immediately following the last team contest. If they participate in an individual sport (swimming/diving, tennis, cross country, track and field) they must return to physical education immediately following their last individual contest, not their teams' last contest.

Student Name \_\_\_\_\_ Student Signature \_\_\_\_\_

Sport(s) played throughout the year \_\_\_\_\_

Parent/Guardian Name \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Coach's Name/Signature \_\_\_\_\_

Physical Education Teacher \_\_\_\_\_

## OUT-OF-SCHOOL ACTIVITIES EXEMPTION

Although NYS Education Regulation 135.4 states that students in grades 10-12 may participate in the physical education program a comparable time each semester in out-of-school activities approved by the physical education staff and the school administration, **the school policy at Briarcliff High School only allows this alternative for Seniors.** We recognize that students participate in a variety of athletic clubs, programs, and competitions outside of school, but our school policy does not afford sophomores and juniors to be exempt from physical education class due to these commitments.

### THE PHYSICAL EDUCATION SENIOR ALTERNATIVE PROGRAM

The Senior Alternative Program is designed to give seniors the option to fulfill their physical education requirement outside the structure of the conventional physical education curriculum. The goal of the program is to help students become aware of external instructional methods, products, services, and facilities that provide students opportunities to maintain an active and healthy lifestyle. It is intended to encourage students to seek special interests in activities that are not offered at Briarcliff High School. The requirements of the course are outlined below:

1. The senior involved must present to the physical education staff a written description of the program.
2. The student must provide written goals related to their own personal goals and growth.
3. Students will be required to complete an application form and attach a copy of the student's membership card.
4. The student will be required to submit proof of their activity to their physical education teacher every five weeks (progress report and report card).
5. At the completion of the project, the student must submit a typed, one-two page written reflection related to their personal goals and growth.
6. The alternative project is pass/fail. Students not successfully completing the project will be dropped from the program and will be required to return to their scheduled physical education class.

**SENIOR ALTERNATIVE PROGRAM  
APPLICATION**

Student's Name \_\_\_\_\_ Physical Education Teacher \_\_\_\_\_

Quarters:      First/Second              Second/Third              First/Third

Student's school e-mail address (please print legibly): \_\_\_\_\_

Name/address of facility: \_\_\_\_\_

Contact at facility (first and last name): \_\_\_\_\_

I GIVE MY CONSENT TO RELEASE INFORMATION REGARDING THE DATES AND TIMES OF MY ATTENDANCE WITH THE APPROPRIATE BRIARCLIFF HIGH SCHOOL STAFF AS IT PERTAINS TO MY SENIOR ALTERNATIVE PROGRAM SITE.

I HAVE READ THE INFORMATION OUTLINED IN THIS PACKET AND AGREE TO ABIDE BY THE COURSE REQUIREMENTS FOR SENIOR ALTERNATIVE. I UNDERSTAND THAT SENIOR ALTERNATIVE FOR PHYSICAL EDUCATION RESULTS IN A GRADE OF PASS/FAIL.

Student Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Packet must include above application, membership card or email from supervisor/coach, screenshot of fitness tracking app, description of the program, and student goals for the Senior Alternative Program.

*Packet should be returned directly to the student's physical education teacher for review. Please do not leave it in their mailbox.*

**Student will be notified within 24 hours of their approval for Senior Alternative. Student must continue to participate in physical education until approval is received.**

**SENIOR ALTERNATIVE PROGRAM  
PARENT/GUARDIAN INFORMATION FORM**

**COURSE DESCRIPTION**

Briarcliff High School, in collaboration with local fitness facilities, will encourage students to become an independent participant in physical activity outside of the school setting. The goal of the Physical Education Senior Alternative Program is to help students become aware of the programs, products, services, apps and facilities that provide students opportunities to maintain an active healthy lifestyle. The students must have passed Physical Education in prior years and be in good academic standing to enroll in the course. Senior Alternative is a pass/fail course. Students are allowed to take two quarters of Senior Alternative during their senior year only. Students must submit a completed Senior Alternative Packet to their Physical Education teacher. The request must include a written description of the program the student will be enrolled in, student's goals for the program, and application form.

**COURSE REQUIREMENTS**

1. The student must participate in an approved alternative program 3 hours per week. Examples of appropriate alternative programs include but are not limited to: dance classes, lifeguard certification; horseback riding; martial arts classes. Students may also use a fitness app to track their progress. Alternative programs must be approved by the student's Physical Education teacher prior to commencement.
2. The student must complete a program description and goals form (attached) with definitive details and desired outcome.
3. The student must provide a copy of their membership card or fitness tracker or a letter/e-mail from their supervisor/coach/trainer.
4. The student will be required to submit proof of their attendance, screen shots of their physical activity or app tracking via e-mail to their physical education teacher every two weeks. If the attendance is not turned in during that time frame, the student will be notified indicating they are not meeting the requirements for Senior Alternative, and must return to their scheduled PE class. If the required hours are not completed and submitted by the last day of each quarter, the student will receive a failing grade for that quarter and return to their schedule PE class.
5. Students must also submit a typed, one-two page written reflection (attached) on their Senior Alternative project related to their personal goals and growth, due on the last day of their project.

Students are welcome to contact the Physical Education Coordinator, A.J. Thau, at 488-8386 or by e-mail at [AThau@briarcliffschools.org](mailto:AThau@briarcliffschools.org)

**Student Name** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Parent/Guardian Name** \_\_\_\_\_

**Signature** \_\_\_\_\_



## SENIOR ALTERNATIVE PROGRAM REFLECTION QUESTIONS

*(This paper should be kept and referred to at the completion of your project)*

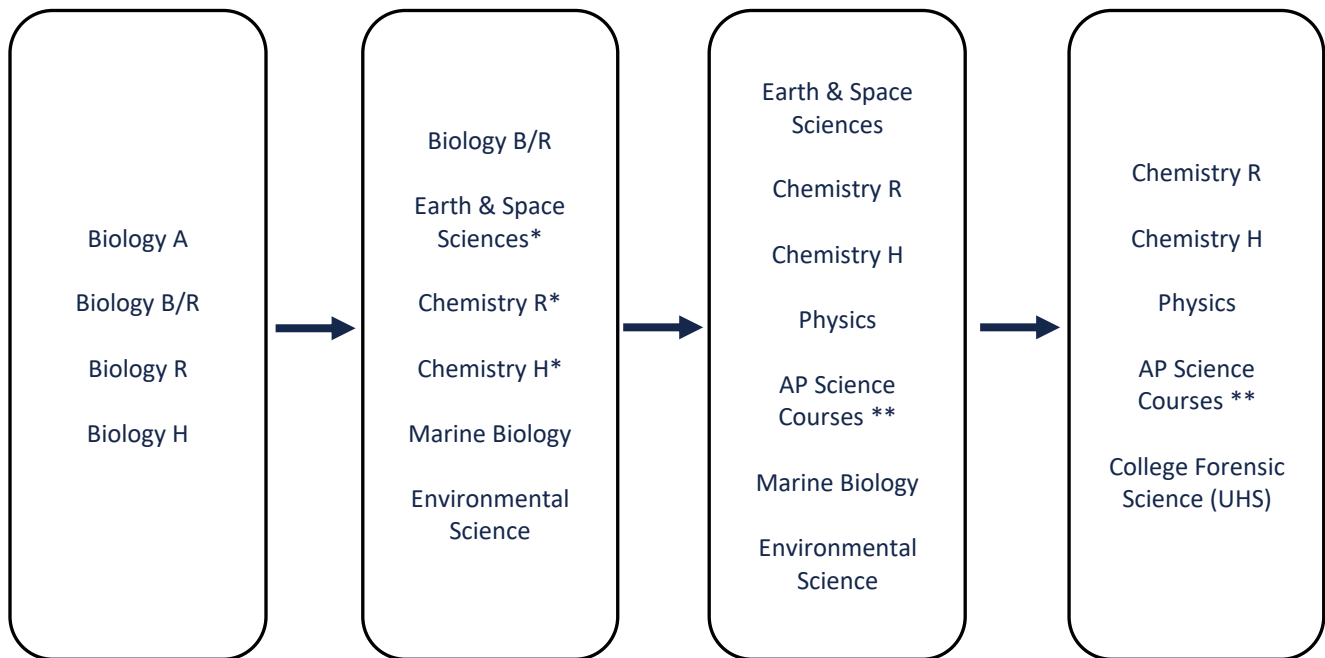
Please write a minimum one page reflection paper based on the following.

- What was your area of focus for your program?
- Who was your supervisor and what is his/her background? Certification? Special training?
- What were your goals and were you able to achieve them?
- Were there any obstacles you encountered during your program. What were they and how did you handle them?
- Describe some ways in which your lifestyle has improved since implementing this program (i.e. nutrition, sleeping habits, attitude/outlook).
- Will you continue this fitness program upon completion of your senior alternative? Why or why not?
- What information can you share (positive or negative) with somebody interested in developing their own fitness program?
- What were some things you learned that you weren't aware of before your program?
- Did you feel that you benefited from your alternative program and how?
- Please include any other information you would like to share.

**This paper should be kept and referred to at the completion of your project.**

# Science Department

## Core Courses and Sequence Options



\* Placement considerations include the student's math level

\*\* AP Biology, AP Chemistry, AP Environmental Science, AP Physics 1 (ECE), and AP Physics 2 (ECE)

### **LIFE SCIENCE/BIOLOGY A**

Full Year 1 HS Credit

Prerequisite: Successful completion of Science 8

Description: This course is the first in a two-year sequence which culminates at the end of the second year with the NYS Regents Exam in the Life Science: Biology. The program of studies for the first year includes content outlined in the NYS Life Science: Biology Core Curriculum guide. Students will receive instruction and extra support in an environment with a lower student-teacher ratio. Biology A is most appropriate for those students who have not previously taken Earth Science or any other Regents science course. Following successful completion of Biology A, those students wishing to earn a Regents diploma must take Biology B or Biology R. *NCAA approved, partial credit-0.5.*

Laboratory Requirement: See Life Science/Biology B/R

### **LIFE SCIENCE/BIOLOGY B/R**

Full Year 1 HS Credit

Prerequisite: Successful completion of Biology A or Science 8

Final Exam Requirement: Students must take the Life Science: Biology Regents exam in June

Description: This course is designed to help students acquire the knowledge and skills necessary to meet the NYS Science Learning Standards for Life Science: Biology. Significant time and support will be devoted to Regents exam preparation and review of the curriculum. Topics covered include Structure and Function, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Inheritance and Variation of Traits, Natural Selection and Evolution, as well as connections to Engineering, Technology and Applications of Science and the Nature of Science. This course culminates in the NYS Regents Exam in Life Science: Biology at the end of the year. *NCAA approved.*

Laboratory Requirement: See REGENTS COURSE LABORATORY REQUIREMENTS at the end of the listing of science courses.

### **LIFE SCIENCE/BIOLOGY REGENTS**

Full Year 1 HS Credit

Prerequisite: Successful completion of Science 8

Final Exam Requirement: Students must take the Life Science: Biology Regents exam in June

Description: This course is designed to help students acquire the knowledge and skills necessary to meet the NYS Science Learning Standards for Life Science: Biology. Topics covered include Structure and Function, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Inheritance and Variation of Traits, Natural Selection and Evolution, as well as connections to Engineering, Technology and Applications of Science and the Nature of Science. This course culminates in the NYS Regents Exam in Life Science: Biology at the end of the year. *NCAA approved.*

Laboratory Requirement: See REGENTS COURSE LABORATORY REQUIREMENTS at the end of the listing of science courses.

## **LIFE SCIENCE/BIOLOGY HONORS**

Full Year 1 HS Credit

Prerequisite: 94% test average in Science 8

Final Exam Requirement: Students must take the Life Science: Biology Regents exam in June

Description: This course is designed to help students acquire the knowledge and skills necessary to meet and exceed the NYS Science Learning Standards for Life Science: Biology. Topics covered go beyond the scope of the NYS Science Learning Standards for Life Science: Biology and include the in-depth and advanced study of Structure and Function, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Inheritance and Variation of Traits, Natural Selection and Evolution, as well as connections to Engineering, Technology and Applications of Science and the Nature of Science. This course culminates in the NYS Regents Exam in Life Science: Biology at the end of the year. *NCAA approved.*

Laboratory Requirement: See REGENTS COURSE LABORATORY REQUIREMENTS at the end of the listing of science courses.

## **ADVANCED PLACEMENT BIOLOGY**

Full Year 1 HS Credit

Prerequisites: Successful completion of Biology H or Biology R and Chemistry H or Chemistry R

Final Exam Requirement: Students must take the AP Biology exam in May

Description: This course is equivalent to an introductory college-level biology course. Topics include: biochemistry, cell structure and function, cellular energetics and communication, genetics, evolution, and ecology. *NCAA approved.*

Laboratory Requirement: A laboratory component will be included as well as use of computer simulations.

## **EARTH & SPACE SCIENCES REGENTS**

Full Year 1 HS Credit

Prerequisite: Open to grades 10-12

Final Exam Requirement: Students must take the Earth and Space Sciences Regents exam in June

Description: This course is designed to help students acquire the knowledge and skills necessary to meet the NYS Science Learning Standards for Earth and Space Sciences. Topics covered include Space Systems, History of the Earth, Earth's Systems, Weather and Climate, Human Sustainability, as well as connections to Engineering, Technology and Applications of Science and the Nature of Science. This course culminates in the NYS Regents Exam in Earth and Space Sciences at the end of the year. *NCAA approved.*

Laboratory Requirement: See REGENTS COURSE LABORATORY REQUIREMENTS at the end of the listing of science courses.

## **PHYSICAL SCIENCE/CHEMISTRY REGENTS**

Full Year 1 HS Credit

Prerequisites: Successful completion of Biology H or Biology R and an 85% in Algebra I R

Final Exam Requirement: Students must take the Chemistry Regents exam in June

Description: Students must take the Physical Science: Chemistry Regents exam in June.

Description: This course is designed to help students acquire the knowledge and skills necessary to meet the NYS Science Learning Standards for Chemistry. Topics covered include Structure and Properties of Matter, Chemical Reactions, Energy, Waves and Electromagnetic Radiation as well as Engineering Design. This course culminates in the NYS Regents Exam in Physical Science: Chemistry at the end of the year. *NCAA approved.*

Laboratory Requirement: See REGENTS COURSE LABORATORY REQUIREMENTS at the end of the listing of science courses.

## **PHYSICAL SCIENCE/CHEMISTRY HONORS**

Full Year      1 HS Credit

Prerequisite: 90% in Biology H or 94% in Biology R and 90% in Geometry H or 94% in Geometry R.

Co-requisite: Algebra II H

Final Exam Requirements: Students must take the Physical Science: Chemistry Regents exam in June

Description: This course is designed to help students acquire the knowledge and skills necessary to meet and exceed the NYS Science Learning Standards for Chemistry. Topics covered go beyond the scope of the NYS Science Learning Standards for Chemistry and include the in-depth and advanced study of the Structure and Properties of Matter, Chemical Reactions, Energy, Waves and Electromagnetic Radiation as well as Engineering Design. This course culminates in the NYS Regents Exam in Physical Science: Chemistry at the end of the year. Please note: students are expected to have a minimum of 80% assessment average during the first quarter to stay in the course. *NCAA approved.*

Laboratory Requirement: See REGENTS COURSE LABORATORY REQUIREMENTS at the end of the listing of science courses.

## **ADVANCED PLACEMENT CHEMISTRY**

Full Year      1 HS Credit

Prerequisites: Successful completion of Chemistry H or Chemistry R

Co-requisite: College Pre-Calculus

Final Exam Requirement: Students must take the AP Chemistry exam in May

Description: AP Chemistry is a rigorous, college-level laboratory science course designed to be the equivalent of a first-year general chemistry course at the college level. The course emphasizes conceptual understanding, quantitative reasoning, and the development of advanced problem-solving skills. Students explore the structure and properties of matter, chemical reactions, stoichiometry, thermodynamics, equilibrium, kinetics, acids and bases, and electrochemistry. Students engage in hands-on laboratory experiences that develop skills in experimental design, data analysis, and scientific communication. Emphasis is placed on scientific reasoning, collaborative learning, and connecting microscopic chemical processes to macroscopic observations. *NCAA approved.*

## **PHYSICS**

Full Year      1 HS Credit

Prerequisite: Successful completion of Biology H or Biology R, and successful completion of Algebra I R and Geometry R. Algebra II R is strongly recommended, but may be taken concurrently.

Final Exam Requirement: Students must take a final exam in June

Description: The curriculum uses a phenomena-driven, inquiry-based approach, emphasizing on applying physical principles through mathematical problem-solving, critical thinking, and laboratory work. Students are expected to apply fundamental physics concepts to real-world scenarios, develop scientific process skills, and use the SI system of units. The curriculum covers topics such as motion, forces, energy, work, waves, sound, light, optics, electricity, atomic and nuclear physics. All of the foregoing topics are supplemented by extensive laboratory work. All students will take a locally prepared final exam. *NCAA approved.*

## **AP PHYSICS 1**

Full Year      1 HS Credit

This course may be taken as either a first or second year course in physics.

ECE Program: College Physics 1 Lecture/Lab (PHYSC111 - 4 SUNY Credits)

Prerequisites: Successful completion of Chemistry R or Chemistry H as well as successful completion of Algebra II R.

Co-requisite: College Pre-Calculus

Final Exam Requirement: Students must take the AP Physics 1 exam in May

Description: This course is equivalent to a first-semester college physics course but is designed to be taught over a full academic year in high school. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; simple harmonic motions, and fluids. It will also introduce waves and sound after the AP Physics I exam. The laboratory program will also be equivalent to a college-level offering. Many experiments will be inquiry based. *NCAA approved.*

Students who take AP Calculus concurrently may take the AP Physics C: Mechanics exam in May.

## **AP PHYSICS 2**

Full Year      1 HS Credit

This course may be taken as a second-year course in physics.

ECE Program: College Physics 2 Lecture/Lab (PHYSC112 - 4 SUNY Credits if preceded by AP Physics 1)

Prerequisites: Successful completion of AP Physics 1 as well as successful completion of Algebra II R.

Co-requisite: College Pre-Calculus

Final Exam Requirement: Students must take the AP Physics 2 exam in May.

Description: This course is equivalent to a second-semester college physics course but is designed to be taught over a full academic year in high school. The course covers waves and sound; thermodynamics; electricity and electromagnetism; geometric optics and physical optics; and atomic and nuclear physics. It will also introduce quantum mechanics and/or other selected topics in modern physics. The laboratory program will also be equivalent to a college-level offering. Many experiments will be inquiry based. Some experiments will involve the use of computer assisted data collection. *NCAA approved.*

Students who take AP Calculus concurrently may take the AP Physics C: Electricity and Magnetism exam in May.

## **ENVIRONMENTAL SCIENCE**

Full Year      1 HS Credit

Prerequisite: Successful completion of Biology R

Description: This course is designed to help students understand the natural world and make informed decisions about their impact on the environment. Through the study of environmental topics such as ecological interactions and energy resources, students will develop a greater understanding of the earth, its inhabitants, and our role in sustaining Earth's resources. *NCAA approved.*

## **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**

Full Year      1 HS Credit

Prerequisites: Successful completion of Biology H or Biology R and Chemistry H or Chemistry R.

Final Exam Requirement: Students must take the AP Environmental Science exam in May

Description: AP Environmental Science will provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world. This course will challenge students to identify and analyze environmental problems, evaluate the risks associated with these problems, and examine alternative solutions for resolving and/or preventing them. A laboratory component will be included, as well as use of computer simulations. *NCAA approved.*

## **MARINE BIOLOGY**

Full Year      1 HS Credit

Prerequisite: Successful completion of Biology R

Description: This course includes classroom instruction, laboratory investigations, field experiences, and distance learning opportunities via video collaborations with Mystic Aquarium. Marine ecosystems are explored, with an emphasis on form and function of a wide range of marine organisms. Human impact on the marine environment is also an integral part of the course and current events are followed throughout the year. The course involves a variety of laboratory experiences, individual research projects, and contact with marine biologists. Throughout the course, students will build a greater understanding of the complexities of the world ocean and our role in protecting it. *NCAA approved.*

## **COLLEGE FORENSIC SCIENCE**

Full Year      1 HS Credit

UHS Program: Introduction to Forensic Chemistry (ACHM 250 - 3 SUNY Credits)

Prerequisite: Open to grade 12 with 3 years of high school science

Description: Forensic Science is the application of science to crime solving and legal proceedings. During the year, students will use tools from biology, chemistry, physics, and psychology to better understand the nature of crime and methods used to apprehend criminals. The course will also highlight the stories of famous cases and the talented investigators who solve them. Topics include: the history of forensic science; the crime scene; physical evidence and its documentation; fingerprints; the microscope; hairs, fibers, and paint; drugs; forensic toxicology (emphasis on alcohol); blood and other fluids; DNA as a forensic tool; firearms and ballistics; arson; document examination (forgeries and counterfeiting); forensic archaeology; entomology and serial criminals and the criminal mind. Lecture material, readings, and videos are complemented by classroom activities and laboratory exercises. *NCAA approved.*

## **REGENTS COURSE LABORATORY REQUIREMENTS**

The New York State Education Department states that all students in a Regents science course must complete that course's laboratory requirement prior to entry into a Regents examination in science. The laboratory requirement includes:

- A minimum of 1200 minutes of laboratory investigations including hands-on lab work and simulated lab experiences.
- Satisfactory written documentation of the lab work.

The 1200 minutes of laboratory experience must be in addition to the required classroom instruction associated with earning a unit of credit. Failure to complete the 1200 minutes of lab work and associated documentation will result in a student being prohibited from taking the Regents examination.

# Science Research Department

## Core Courses and Sequence Options



## **SCIENCE RESEARCH 10**

The First Course in a Three-Year Program/1 HS Credit (note the course weighting system on page 7)

UHS Program: Maximum of 12 SUNY Credits earned during the junior and senior years

Prerequisite: Sophomore status with completed prerequisite assignments; consultation with instructor.

Description: The Science Research Program follows the University of Albany Science Research in the High School program, which provides students in their sophomore through senior years with the opportunity to conduct original research in the natural and social sciences. The course is designed for students who wish to pursue excellence and progress into advanced areas of original research. Emphasis is on laboratory, field, and bibliographic research.

Students will enroll in this program at the start of their sophomore year. Students are expected to work with their mentor scientists for at least 90 hours during the sophomore-junior summer and 90 hours during the junior-senior summer. The culmination of their research is the writing and submitting of a research paper and entering national and local science research competitions. *NCAA approved.*

## **COLLEGE SCIENCE RESEARCH 11**

The Second Course in a Three-Year Program/1 HS Credit (note course weighting system on page 7)

UHS Program: Maximum of 6 SUNY Credits earned during junior year and the prior summer (CAS109 – 2 credits, CAS110 – 4 credits)

Prerequisite: Successful completion of Science Research 10 and the sophomore-junior summer assignment.

Description: The College Science Research course follows the University of Albany Science Research in the High School program, which provides students in their sophomore through senior years with the opportunity to conduct original research in the natural and social sciences. The course is designed for students who wish to pursue excellence and progress into advanced areas of original research. Emphasis is on laboratory, field, and bibliographic research.

Students are expected to work with their mentor scientists for at least 90 hours during the sophomore-junior summer and 90 hours during the junior-senior summer. The culmination of their research is the writing and submitting of a research paper and entering national and local science research competitions. *NCAA approved.*

## **COLLEGE SCIENCE RESEARCH 12**

The Third Course in a Three-Year Program/1 HS Credit (note course weighting system on page 7)

UHS Program: Maximum of 6 SUNY Credits earned during senior year and the prior summer (CAS209 – 2 credits, CAS210 – 4 credits)

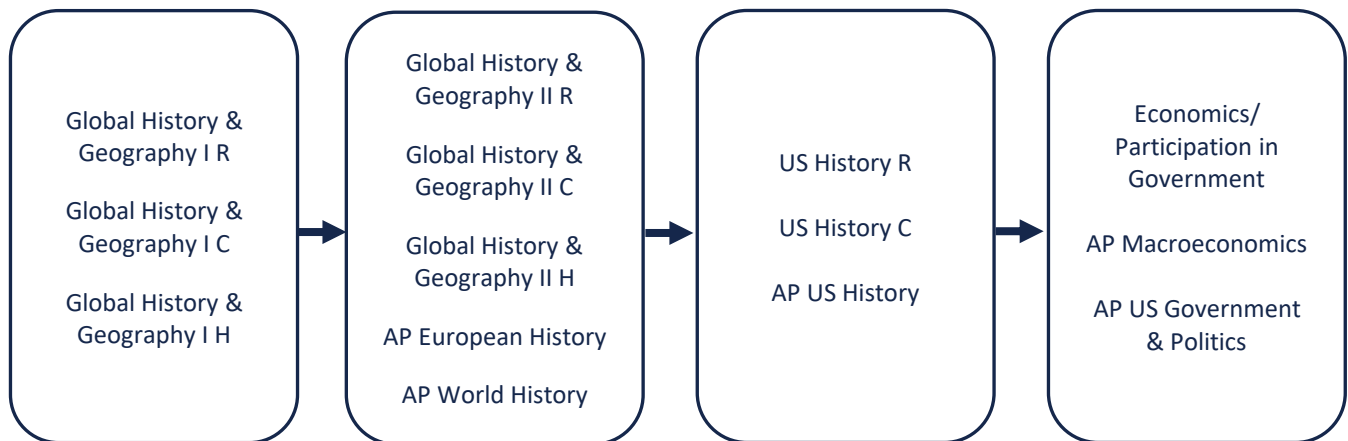
Prerequisite: Successful completion of College Science Research 11 and the junior-senior summer assignment.

Description: The College Science Research course follows the University of Albany Science Research in the High School program, which provides students in their sophomore through senior years with the opportunity to conduct original research in the natural and social sciences. The course is designed for students who wish to pursue excellence and progress into advanced areas of original research. Emphasis is on laboratory, field, and bibliographic research.

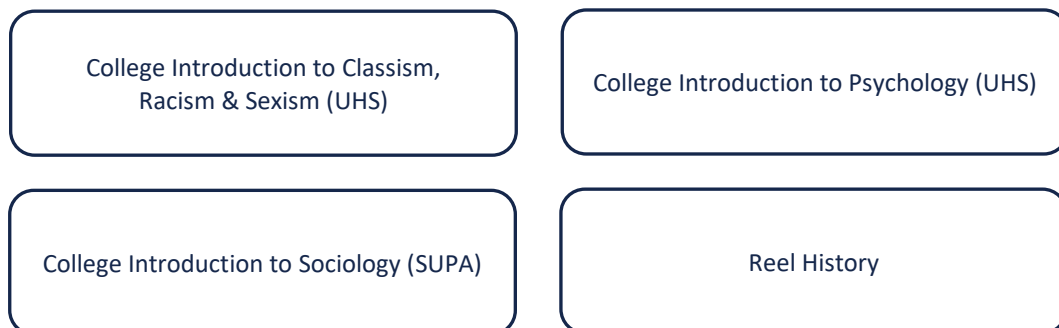
Students are expected to work with their mentor scientists for at least 90 hours during the junior-senior summer. The culmination of their research is the writing and submitting of a research paper and entering national and local science research competitions. *NCAA approved.*

# Social Studies Department

## Core Courses and Sequence Options



## Elective Courses



## **GLOBAL HISTORY & GEOGRAPHY I REGENTS**

Full Year      1 HS Credit

Prerequisite: Successful completion of Social Studies 8

Final Exam Requirement: Students must take a final exam in June

Description: Global History and Geography I meets the requirements of the New York State curriculum, which begins with pre-history and extends through the early modern period. Students will have the opportunity to build their skills of analysis and understanding in the areas of: Political Science, Economics, Religion, Social Structures, Intellectual Movements, Aesthetics, Geography and Technological Achievements. The course includes the study of regional and classical civilizations, as well as, analyzing the development of the modern world. *NCAA approved.*

## **GLOBAL HISTORY & GEOGRAPHY I COLLABORATIVE**

Full Year      1 HS Credit

Prerequisite: Successful completion of Social Studies 8

Final Exam Requirement: Students must take a final exam in June

Description: Global History and Geography I Collaborative addresses the Regents curriculum described above but adapts the course to meet the individual needs of the student. Special Education teachers and content teachers confer, plan and strategize to better enable differentiation of instruction. *NCAA approved.*

## **GLOBAL HISTORY & GEOGRAPHY I HONORS**

Full Year      1 HS Credit

Prerequisites: Successful completion of Social Studies 8 with a 94% test average and 94% average on DBQ writing assessments.

Final Exam Requirement: Students must take a final exam in June

Description: An intensive and rigorous study of the New York State curriculum, beginning with pre-history and extending through the early modern period. The course includes the study and analysis of regional and classical civilizations, as well as the developments of the modern world. A significant amount of individual work outside of the classroom is required including extensive reading, research, and analysis of primary sources combined with an analytical depth of written expression. The required reading and written expression must demonstrate a high proficiency in social studies skills with the goal of showing a breadth of knowledge through depth and scope. *NCAA approved.*

## **GLOBAL HISTORY & GEOGRAPHY II REGENTS**

Full Year      1 HS Credit

Prerequisite: Successful completion of Global History & Geography I R or Global History & Geography I C

Final Exam Requirement: Students must take the Global History and Geography II Regents exam in June

Description: Global History and Geography II commences with the Age of Enlightenment and concludes with the present day. Students will continue developing their analytical skills focusing on the growth of nations, as well as, in the advances of technology and ideology. The Regents exam will cover content from the Enlightenment to the present. *NCAA approved.*

## **GLOBAL HISTORY & GEOGRAPHY II COLLABORATIVE**

Full Year 1 HS Credit

Prerequisite: Successful completion of Global History & Geography I R or Global History & Geography I C

Final Exam Requirement: Students must take the Global History and Geography II Regents exam in June

Description: Global History and Geography II Collaborative addresses the Regents curriculum described above but adapts the pace of the course to meet the individual needs of the student. Special Education teachers and content teachers confer, plan and strategize to better enable differentiation of instruction. The Regents exam will cover content from the Enlightenment to the present. *NCAA approved.*

## **GLOBAL HISTORY & GEOGRAPHY II HONORS**

Full Year 1 HS Credit

Prerequisite: Successful completion of Global History & Geography I H or Global History & Geography I R along with teacher recommendation.

Final Exam Requirement: Students must take the Global History and Geography II Regents exam in June

Description: An intensive study of the western world within its global context in a combined culture-study and historical approach, covering topics from the eighteenth century to the present day. The second semester will focus on the development of the modern world through a global perspective, to see how nations interact and deal with common problems. A significant amount of work is required, including extensive reading and analysis of primary sources and individual research at a level which demonstrates a high proficiency in social studies skills combined with extensive information, showing breadth of scope and depth. Students will be expected to cover the basics on their own, and class discussions will focus on analysis and evaluation. The Regents exam will cover content from the Enlightenment to the present. *NCAA approved.*

## **ADVANCED PLACEMENT EUROPEAN HISTORY**

Full Year 1 HS Credit

Prerequisite: Successful completion of Global History & Geography I H or Global History & Geography I R along with teacher recommendation.

Final Exam Requirement: Students must take the AP European History exam in May and the Global History and Geography II Regents exam in June

Description: An intense survey of Modern European History, from the Renaissance to the present, at a college level of instruction. The course emphasizes reading of primary sources, historical theory and interpretations, individual research and scholarship. Completion of a summer assignment is required. *NCAA approved.*

## **ADVANCED PLACEMENT WORLD HISTORY**

Full Year 1 HS Credit

Prerequisite: Successful completion of Global History & Geography I H or Global History & Geography I R along with teacher recommendation.

Final Exam Requirement: Students must take the AP World History: Modern exam in May and the Global History and Geography II Regents exam in June

Description: An intense survey of World History, from 1200 to the present, at a college level of instruction. The course emphasizes reading of primary sources, historical theory and interpretations, and individual research and scholarship. Completion of a summer assignment is required. *NCAA approved.*

## **UNITED STATES HISTORY & GOVERNMENT REGENTS**

Full Year 1 HS Credit

Prerequisite: Successful completion of Global History & Geography II H, Global History & Geography II R or Global History & Geography II C

Final Exam Requirement: Students must take the U.S. History & Government Regents exam in June

Description: Commencing with a survey from 1607 to 1865, this chronological course of study will emphasize history from 1865 to the present, will (1) focus on Constitutional issues, the application of these issues in both historical and contemporary terms, and the Constitution itself; (2) highlight the role of government, the processes of governmental operations, and significant legislation that notes the expansion of the democratic value system within American History; and (3) emphasize the major social, economic, and political developments that have had an impact on the American way of life. *NCAA approved.*

## **UNITED STATES HISTORY & GOVERNMENT COLLABORATIVE**

Full Year 1 HS Credit

Prerequisites: Successful completion of Global History & Geography II R or Global History & Geography II C

Final Exam Requirement: Students must take the U.S. History & Government Regents exam in June

Description: United States History and Government Collaborative addresses the Regents curriculum described above but adapts the pace of the course to meet the individual needs of the student. Special Education teachers and content teachers confer, plan and strategize to better enable differentiation of instruction. *NCAA approved.*

## **ADVANCED PLACEMENT U.S. HISTORY**

Full Year 1 HS Credit

Prerequisites: Successful completion of AP European History, AP World History, Global History & Geography II H or Global History & Geography II R along with teacher recommendation.

Final Exam Requirement: Students must take the AP United States History exam in May and the U.S. History & Government Regents exam in June

Description: An intense survey of American History, from the pre-colonial era to the present, at a college level of instruction. The course emphasizes reading of primary sources, historical theory, and interpretations, and intense writing exercises at the college level. *NCAA approved.*

## **PARTICIPATION IN GOVERNMENT/ECONOMICS**

Full Year 1 HS credit

Prerequisite: Successful completion of United States History & Government R or United States History & Government C

Description: This New York State mandated course will teach students to recognize the importance of the individual's role within the political and economic spheres. A wide range of different topics will be covered, requiring students to participate in various tasks throughout the year. The Participation in Government component will help students become well-versed in their rights and responsibilities in order to become involved members of their community and nation. The Economics component will provide an understanding of topics such as economic systems, entrepreneurship, and consumer economics. In many instances, the two aspects of the course will blend together as current events are studied and analyzed. *NCAA approved.*

## **ADVANCED PLACEMENT MACROECONOMICS**

Full Year      1 HS Credit

Prerequisites: Successful completion of AP U.S. History or United States History & Government R along with teacher recommendation.

Final Exam Requirement: Students must take the AP Macroeconomics exam in May

Description: The purpose of this course is to provide a thorough understanding of the principles of economics that apply to a market-based economic system as a whole. The course promotes the understanding of aggregated economic activity, the utilization of resources within and across countries, and the critical evaluation of determinants of economic progress and economic decisions by policy makers. Specific topics of study include supply & demand, GDP, inflation, unemployment, aggregate supply & aggregate demand, fiscal policy, monetary policy, and foreign exchange. The course also teaches how to generate, interpret, label and analyze graphs, charts and data to describe and explain economic concepts. This is an introductory college level course, and the use of a four-function calculator is permitted by rules of the College Board. Completion of a summer assignment is required. *NCAA approved.*

## **ADVANCED PLACEMENT U.S. GOVERNMENT & POLITICS**

Full Year      1 HS Credit

Prerequisites: Successful completion of AP U.S. History or United States History & Government R along with teacher recommendation.

Final Exam Requirement: Students must take the AP United States Government & Politics exam in May

Description: U.S. Government & Politics AP will give students an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analyses of specific case studies. The purpose of the course is to increase the understanding of the American political system, its framework, traditions and values. This course is concerned with the nature of the American political system, its development over the past 200 years, and how it continues to function today. *NCAA approved.*

## SOCIAL STUDIES ELECTIVES

### **COLLEGE INTRODUCTION TO CLASSISM, RACISM & SEXISM**

Full Year      1 HS Credit

Prerequisite: Open to grades 10-12, sophomores require academic approval as per UHS guidelines

UHS Program: Classism, Racism and Sexism (AAFS240 - 3 SUNY Credits)

Prerequisite: Open to grades 10-12 with recommendation from current Social Studies teacher.

Description: This elective course examines the issues of classism, racism, and sexism through an exploration of their historical and contemporary connections using a blend of film and source analysis. The films chosen offer a comprehensive and nuanced look at the history of the struggle of minority groups and how that history relates to various aspects of our modern society. Students will analyze various social and cultural forces throughout American history as they relate to our current national landscape. *NCAA approved.*

### **COLLEGE INTRODUCTION TO PSYCHOLOGY**

Half Year      ½ HS Credit (one semester)

UHS Program: Introduction to Psychology (APSY101 - 3 SUNY Credits)

Prerequisite: Open to grades 11-12 with recommendation from current Social Studies teacher

Final Exam Requirement: Students must take a final exam in January

Description: The curriculum follows that of a typical introduction to a Psychology course offered to college students. The examination of human behavior and its practical application to daily life will be stressed. Topics of study will include foundations of human behavior, thinking and learning, child/adolescent and abnormal psychology. *NCAA approved, full credit-1.0.*

### **COLLEGE INTRODUCTION TO SOCIOLOGY**

Half Year      ½ HS Credit (one semester)

SUPA Program: Introduction to Sociology 101 (SOC101 - 3 SUPA Credits)

Prerequisite: Open to grade 11-12; grade 11 with Principal approval

Description: Syracuse University Project Advance Sociology is designed as an analytic, skills-based introduction to Sociology. Sociologists investigate the structure of groups, organizations, and societies, and how people interact within these contexts. Students are encouraged to look at culture, groups, social structures, and the power and influence of the media among many other topics through the lens of a sociologist. The art of understanding dynamics of interaction is a valuable tool to possess and translates into a variety of professional occupations. *NCAA approved, full credit-1.0.*

### **REEL HISTORY**

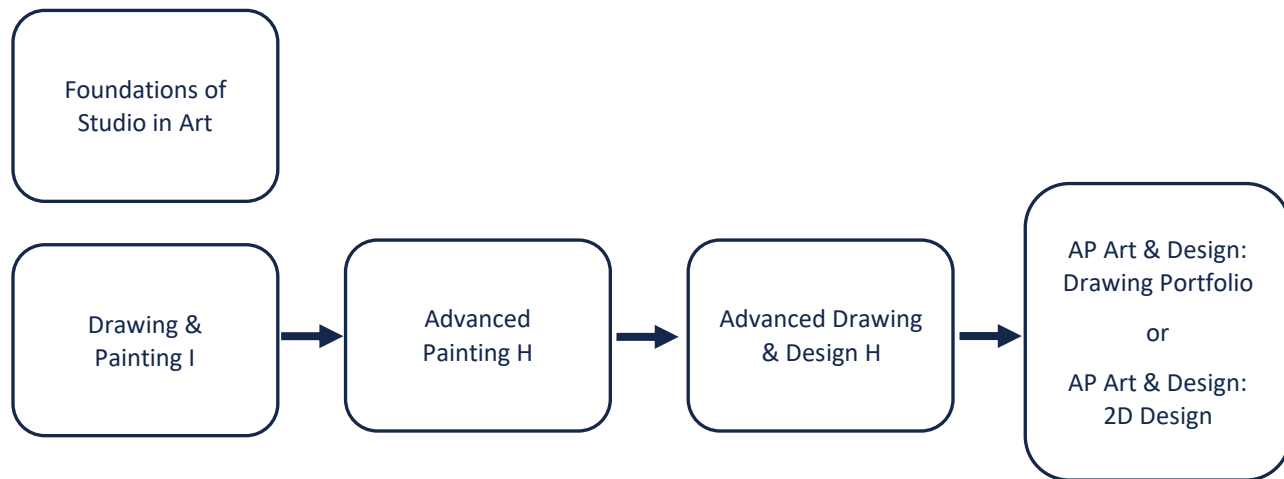
Full Year      1 HS Credit

Prerequisite: Open to grades 10-12

Description: Reel History is a dynamic, inquiry-driven exploration of how film shapes our understanding of the past. In this full-year elective, students will investigate major events, eras, and conflicts from both Global and U.S. History through the lens of Hollywood and historical scholarship. Students will research the real historical context, view and analyze major feature films, and compare cinematic storytelling with documented reality. A wide range of topics—from ancient civilizations and revolutions to world wars, civil rights movements, and modern-day conflicts—will be examined developing critical thinking skills and media literacy along the way.

# Visual Arts Department

## Core Courses and Sequence Options



## Elective Courses



## **FOUNDATIONS OF STUDIO IN ART**

Full Year      1 HS Credit

Description: This is a hands-on art course that provides an introduction to the principles of art including drawing, design, composition, color theory and art appreciation. This course is the first in a sequential curriculum preparing the student for the advanced artwork. No prerequisites are necessary; all that is necessary is perception, imagination and interest in the visual arts.

## **DRAWING & PAINTING I**

Full Year      1 HS Credit

Prerequisite: Successful completion of:

- Foundations of Studio in Art *or*
- Recommendation of middle school instructor *or*
- Permission of high school instructor with a student drawing submission

Description: Learn to see as an artist does. Experiment with a variety of art materials as you experience the creative process. In the art studio environment, students are provided with access to experimenting with multiple art techniques. Fine craftsmanship as well as self-expression is encouraged. A world of artists will be introduced as the student begins to identify their aesthetic preferences. Learning visual art terminology will provide the student with tools to critique and have a new understanding of great art works. This course will prepare the young artist with important fundamental drawing and painting skills.

## **ADVANCED PAINTING HONORS**

Full Year      1 HS Credit

Prerequisite: Successful completion of Drawing & Painting I with permission of instructor

Description: A challenging class for “emerging artists”. This is an advanced level foundation course exploring various techniques and creative exploration within different mediums. The course will offer a basic approach to painting which emphasizes color’s relationship to tonal development through an understanding of LIGHT on form, both optically and symbolically. Simple demonstrations will illustrate the properties of light while investigating temperature and reflective qualities. Students will explore:

- color mixing, warm/cool interactions, transparency and opacity
- grisaille/under-painting and direct painting application
- introduction to artistic anatomy, sighting and structure
- representation of form or figure and its relationship to the surrounding space
- process of working from life, still life, and models as well as photo sources
- developing studies as an aid to a finished painting
- experimentation with various paint mediums and expressionistic styles

Students will learn the language of painting and visual analysis through critiquing. Slide and book presentations will review contemporary and historic painting to illustrate the issues of technique, style and content. We will investigate the symbolic use of classical illumination throughout history and review contemporary works breaking from this organization of form.

## **ADVANCED DRAWING & DESIGN HONORS**

Full Year      1 HS Credit

Prerequisites: Successful completion of Drawing & Painting I with permission of instructor

Description: Drawing is an art form which has roots in ancient practice and has taken multiple forms throughout history. Some artists draw in order to think; some in order to plan a painting, sculpture or building. Others make drawings to tell a story or to express a feeling. Ultimately, drawings can be seen as the mapping of an idea and can be achieved in a variety of materials. Students will develop a body of work that evolves into a concentrated theme(s).

**In this class, students will learn many techniques as they draw from observation and their imagination developing a varied fine art portfolio.**

*Art History: Students will explore the continuum of drawing and mark making as they observe key developments in art history.*

## **ADVANCED PLACEMENT ART & DESIGN: DRAWING PORTFOLIO**

Full Year      1 HS Credit

Prerequisite: Successful completion of:

- Drawing & Painting I;
- Advanced Oil Painting H *or* Advanced Drawing & Design H;
- 1 year in any art elective; *and*
- Portfolio review and a consultation with the instructor

Final Exam Requirement: Students must submit the AP Drawing portfolio in May

Description: In this course, students work simultaneously with College Board requirements to develop an Advanced Placement Portfolio to be submitted for adjudication in May. This course is not based on a written examination. This course is intended for the highly motivated student interested in the serious study and appreciation of art. The College Board portfolio requires the production of 15 high quality art works demonstrating the following: Quality: a sense of excellence and craftsmanship and Investigation: a commitment to a mode of work and thinking while utilizing various technical and expressive means available to the artist.

## **ADVANCED PLACEMENT ART & DESIGN: 2D DESIGN PORTFOLIO**

Full Year      1 HS Credit

Prerequisite: Successful completion of:

- Drawing & Painting I;
- Advanced Oil Painting H *or* Advanced Drawing & Design H;
- 1 year in any art elective; *and*
- Portfolio review and a consultation with the instructor

Final Exam Requirement: Students must submit the AP 2-D Art and Design Portfolio in May

Description: In this course, students work simultaneously with College Board requirements to develop an Advanced Placement Portfolio to be submitted for adjudication in May. This course is not based on a written examination. This course is intended for the highly motivated student interested in the serious study and appreciation of art. The College Board portfolio requires the production of 15 high quality art works demonstrating the following: Quality: a sense of excellence and craftsmanship and Investigation: a commitment to a mode of work and thinking while utilizing various technical and expressive means available to the artist.

## VISUAL ARTS ELECTIVES

### **CERAMICS: CREATIVITY IN CLAY**

Full Year      1 HS Credit

Prerequisite: Open to grades 10-12

Description: Students will explore both functional and sculptural clay forms through a variety of hand-building techniques such as slab, coil and pinch. They'll learn about the preparation, firing and glazing of clay and be inspired by its long cultural history.

### **DARKROOM PHOTOGRAPHY**

Full Year      1 HS Credit

Prerequisites: Open to grades 10-12

Description: Part 1 - This course is an introduction to black and white photography that utilizes manual 35mm cameras. Students will learn about camera operation, film development, printing processes and darkroom operation. A manual 35mm camera will be provided. Students must purchase a box of photographic paper for their use.

Part 2 - Students will begin to develop their own personal photographic style as well as learn advanced darkroom techniques. This course will also cover a variety of techniques such as hand-coloring, double exposures and the interpretation of literary pieces.

### **DIGITAL ART & DESIGN**

Half Year      ½ HS Credit (one semester)

Prerequisites: Open to grades 10-12

Description: Digital Art & Design is an art class that uses graphic design to create original works of art. Students will learn the principles of design and use traditional and computer tools for various assignments. Assignments include: creating medieval letters, original font, design posters, product ads, restaurant menus, travel brochures, and 3-D packages. Adobe Illustrator will be taught and used for computer-based artwork.

### **DIGITAL PHOTOGRAPHY**

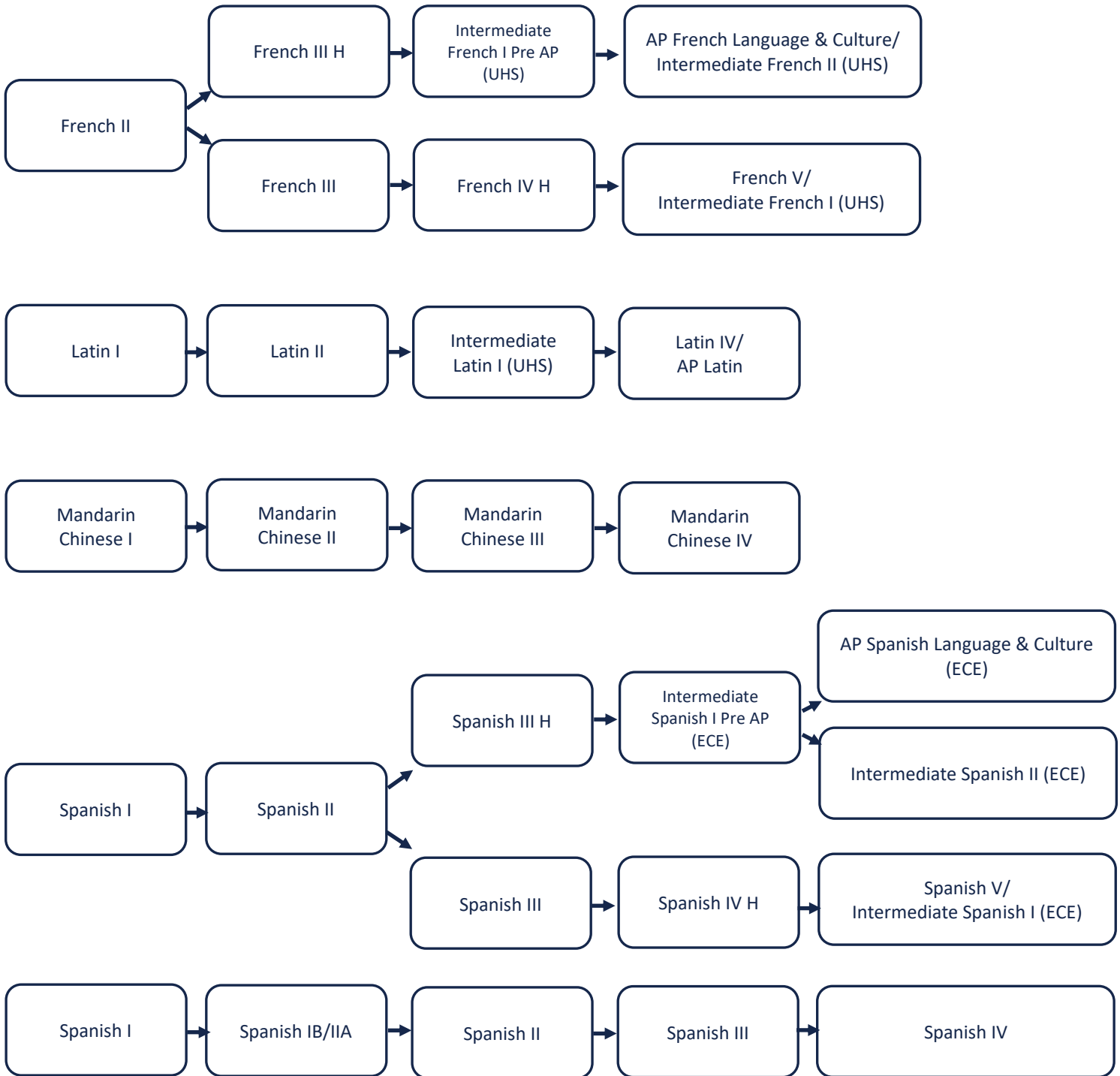
Half Year      ½ HS Credit (one semester)

Prerequisites: Open to grades 10-12

Description: The Digital Photography class will study the traditional principles of photography and apply that knowledge to the digital camera. Students will be given a digital camera to photograph class assignments. Students will also learn how to use Adobe Lightroom and Photoshop. Lightroom will be used for storing, organizing, and adjusting images and Photoshop will be used for image editing plus the creation of digital imagery.

# World Language Department

## Core Courses and Sequence Options



## **FRENCH II**

Full Year      1 HS Credit

Prerequisite: Successful completion of middle school French I

Final Exam Requirement: Students must take a final exam in June

Description: French II builds on the foundational language skills developed in French I, advancing students' abilities in listening, speaking, reading, and writing to understand and discuss the past, present and future. Everyday vocabulary is introduced through meaningful context. This course is aligned with New York State World Language Standards and the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines, ensuring a robust curriculum that prepares students to communicate effectively and understand French-speaking cultures. *NCAA approved.*

## **FRENCH III**

Full Year      1 HS Credit

Prerequisite: Successful completion of French II

Final Exam Requirement: Students must take a final exam in June

Description: French III builds on the foundational language skills developed in French I and II, advancing students' proficiency. Interpersonal communicative skills and cultural understanding of the Francophone world are emphasized. This course is aligned with New York State World Language Standards and the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines. *NCAA approved.*

## **FRENCH III HONORS**

Full Year      1 HS Credit

Prerequisite: 93% test average in French II and teacher recommendation

Final Exam Requirement: Students must take a final exam in June

Description: French III H builds on the foundational language skills developed in French I and II, advancing students' communication skills. Mastery of advanced grammatical structures in expository writing as well as in extemporaneous oral expression are emphasized. The class is mostly conducted in French. Authentic resources are used to enhance listening and reading comprehension at an intermediate level. Cultural studies focus on an enhanced understanding of the Francophone world. This course is aligned with New York State World Language Standards and the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines. *NCAA approved.*

## **FRENCH IV HONORS**

Full Year      1 HS Credit

Prerequisite: Successful completion of French III H or French III

Final Exam Requirement: Students must complete a final project

Description: French IV is designed for students who have successfully completed French III. This course aims to further develop fluency and deepen linguistic competence across all four language skills: speaking, listening, reading, and writing. There is a focus on learning everyday vocabulary and expressions to enhance conversation. Using materials such as authentic resources, films, and projects, students will build on their existing knowledge while continuing to explore Francophone culture. This course is aligned with New York State World Language Standards and the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines. *NCAA approved.*

## **INTERMEDIATE FRENCH I PRE AP**

Full Year      1 HS Credit

UHS Program: Intermediate French I (AFRE221Y - 3 SUNY Credits)

Prerequisite: Successful completion of French III H and teacher recommendation

Final Exam Requirement: Students must take a final exam

Description: Intermediate French I builds upon prior language skills to strengthen communication, comprehension, and cross-cultural competency. Emphasis is placed on enhancing conversational abilities, refining grammatical accuracy, and expanding vocabulary to enable more sophisticated expressions in both spoken and written forms. Through a variety of authentic material, students will continue to explore culture and themes relevant to the French-speaking world and develop critical thinking skills. This course is conducted in French and aligned with the New York State World Language Standards and American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines. As this course begins to prepare students for AP French, themes covered are established by College Board, and assessments are designed to prepare students for the AP Exam experience the following year. This course also fulfills the FREN 201 learning outcomes set forth by SUNY Albany. *NCAA approved.*

## **FRENCH V/INTERMEDIATE FRENCH I**

Full Year      1 HS Credit

UHS Program: Intermediate French I (AFRE221Y - 3 SUNY Credits)

Prerequisite: Successful completion of French IV

Final Exam Requirement: Students who wish to receive college credits must take a final exam

Description: Intermediate French I is designed for seniors who enjoy the French language and culture and wish to gain further proficiency. Students will refine their listening, speaking, reading and writing skills through use of a variety of authentic materials. Intermediate level grammatical concepts will also be reviewed. This course is aligned with the New York State World Language Standards and the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines, in addition to fulfilling the FREN 201 learning outcomes set forth by SUNY Albany. *NCAA approved.*

## **INTERMEDIATE FRENCH II/AP FRENCH LANGUAGE & CULTURE**

Full Year      1 HS Credit

UHS Program: Intermediate French II (AFRE222Y - 3 SUNY Credits)

Prerequisite: Successful completion of Intermediate French I

Final Exam Requirement: Students must take the AP French Language & Culture exam in May. Students who wish to receive college credits must also complete a final exam in April.

Description: Intermediate French II / AP French Language & Culture builds upon prior language skills to strengthen communication, comprehension, and cross-cultural competency. Emphasis is placed on enhancing conversational abilities, refining grammatical accuracy, and expanding vocabulary to enable more sophisticated expression in both spoken and written forms. This course is conducted almost entirely in French, fostering an immersive environment. As this course is combined with the AP course, themes covered are established by College Board and assessments are designed to mirror the AP Exam experience. Students will be equipped to engage in meaningful conversations, comprehend advanced French written/aural texts, and produce well-organized argumentative essays. This course is aligned with the New York State World Language Standards and the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines, in addition to fulfilling the FREN 202 learning outcomes set forth by SUNY Albany. *NCAA approved.*

## **LATIN I**

Full Year      1 HS Credit

Final Exam Requirement: Students must take a final exam in June

Description: Latin I will introduce the vocabulary, grammar and principles of the Latin language with the intention of contributing to the student's appreciation and mastery of other school subjects. In addition, this course will emphasize the study of Roman culture and civilization. This course is aligned with the New York State World Language Standards and American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines. *NCAA approved.*

## **LATIN II**

Full Year      1 HS Credit

Prerequisite: Successful completion of Latin I and teacher recommendation

Final Exam Requirement: Students must take a final exam in June

Description: Latin II provides continuation of the study of the Latin vocabulary, grammar, syntax, derivation and Roman culture through reading. Important aspects of Roman civilization will complement the formal language study. This course is aligned with New York State World Language Standards and the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines. *NCAA approved.*

## **INTERMEDIATE LATIN I**

Full Year      1 HS Credit

UHS Program: Elementary Latin II (ACLL102 - 3 SUNY Credits)

Prerequisite: Successful completion of Latin II and teacher recommendation

Final Exam Requirement: Students must take a final exam in June

Description: Intermediate Latin I provides a continuing study of the Latin language and the Roman culture. The primary goal of this course is to familiarize students with original Latin prose authors. The course incorporates lessons and activities aligned with NY State Standards. *NCAA approved. NCAA approved.*

## **LATIN IV/AP LATIN**

Full Year      1 HS Credit

Prerequisite: Successful completion of Intermediate Latin I and teacher recommendation

Final Exam Requirement: Students must take the AP Latin exam in May

Description: AP Latin will give students the chance to read and translate original Latin authors including Pliny and Vergil. The AP Latin course will follow the AP College Board Latin curriculum. The course incorporates lessons and activities addressing aligned with NY State Standards. This is a combined class and only those students enrolled in the AP Latin program must take the AP Latin examination. This course is aligned with New York State World Language Standards and the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines. *NCAA approved.*

## **MANDARIN CHINESE I**

Full Year      1 HS Credit

Final Exam Requirement: Students must take a final exam in June

Description: Mandarin Chinese I is an introductory course in Mandarin Chinese. This course is designed to introduce the listening, speaking, reading and writing of simplified Mandarin Chinese. The following skills will also be taught: character writing, the study of basic grammar, sentence-building skills, the reading of simple texts and the viewing of videos on related topics. Students will also become acquainted with various aspects of the life and culture of ancient and contemporary China. The course incorporates lessons and activities aligned with NY State Standards. *NCAA approved.*

**Note:** *Mandarin Chinese I may be combined with Mandarin Chinese II, III and IV due to enrollment.*

## **MANDARIN CHINESE II**

Full Year      1 HS Credit

Prerequisite: Successful completion of Mandarin Chinese I

Description: Mandarin Chinese II is a continuation of Mandarin I. Students will systematically learn Chinese characters through radicals. Focus will be on the skills required for meaningful listening and speaking development. Cultural exposure to Chinese customs, traditions, and history will be incorporated into the course. The course incorporates lessons and activities aligned with NY State Standards. *NCAA approved.*

**Note:** *Mandarin Chinese II may be combined with Mandarin Chinese I, III and IV due to enrollment.*

## **MANDARIN CHINESE III**

Full Year      1 HS Credit

Prerequisite: Successful completion of Mandarin Chinese II

Description: Mandarin Chinese III is a continuation of Mandarin II. Students will continue to learn to read and write Chinese characters. Focus will also be on continuing to develop listening and speaking skills to an advanced level. Exposure to Chinese customs, traditions, and history will continue to be incorporated into the course. Lessons and activities addressing interdisciplinary NY State standards will also be included. *NCAA approved.*

**Note:** *Mandarin Chinese III may be combined with Mandarin Chinese I, II, and IV due to enrollment.*

## **MANDARIN CHINESE IV**

Full Year      1 HS Credit

Prerequisite: Successful completion of Mandarin Chinese III

Description: Mandarin Chinese IV is a continuation of Mandarin III. Students will continue to learn to read and write Chinese characters. Focus will also be on continuing to develop listening and speaking skills to an advanced level. Exposure to Chinese customs, traditions, and history will continue to be incorporated into the course. Lessons and activities addressing interdisciplinary NY State standards will also be included. *NCAA approved.*

**Note:** *Mandarin Chinese IV may be combined with Mandarin Chinese I, II, and III due to enrollment.*

## **SPANISH I**

Full Year      1 HS Credit

Final Exam Requirement: Students must take a final exam in June

Description: Spanish I is an introduction to the Spanish language and culture, along with the fundamental principles of language acquisition. Students learn basic conversational vocabulary and practice the four skills of listening, reading writing, and speaking. This course is offered to students who have not passed the Checkpoint A Examination in Spanish and/or students who have not had any previous instruction in Spanish. This course is aligned with New York State World Language Standards and the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines. *NCAA approved.*

## **SPANISH IB/IIA**

Full Year      1 HS Credit

Prerequisite: Successful completion of Spanish I or middle school Spanish I with a basic understanding of the Spanish Language and grammatical structures.

Final Exam Requirement: Students must take a final exam in June

Description: Spanish IB/IIA is designed to continue the Spanish I curriculum and introduce selected Spanish II fundamentals before the end of the school year. Target areas are vocabulary development and grammatical structures, with a smaller student to teacher ratio. Students may register for Spanish II with teacher recommendation only. This course is aligned with New York State World Language Standards and the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines. *NCAA Approved.*

*Credit Note:* Students will earn one elective credit; this course will not count towards the World Language graduation requirement if taken after passing Spanish I.

## **SPANISH II**

Full Year      1 HS Credit

Prerequisite: Successful completion of middle or high school Spanish I

Final Exam Requirement: Students must take a final exam in June

Description: Spanish II builds on the foundational language skills developed in Spanish I, advancing students' abilities in listening, speaking, reading, and writing to understand and discuss the past, present and future. Everyday vocabulary is introduced through meaningful context. This course is aligned with New York State World Language Standards and the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines, ensuring a robust curriculum that prepares students to communicate effectively and understand Spanish-speaking cultures. *NCAA approved.*

## **SPANISH III**

Full Year      1 HS Credit

Prerequisite: Successful completion of Spanish II

Final Exam Requirement: Students must take a final exam in June

Description: Spanish III builds on the foundational language skills developed in Spanish I and II, advancing students' proficiency. Interpersonal communicative skills and cultural understanding of the Spanish-speaking world are emphasized. This course is aligned with New York State World Language Standards and the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines. *NCAA approved.*

### **SPANISH III HONORS**

Full Year      1 HS Credit

Prerequisite: 93% test average in Spanish II with teacher recommendation

Final Exam Requirement: Students must take a final exam in June

Description: Spanish IIIH builds on the foundational language skills developed in Spanish I and II, advancing students' communication skills. Mastery of advanced grammatical structures in expository writing as well as in extemporaneous oral expression are emphasized. The class is mostly conducted in Spanish. Authentic resources are used to enhance listening and reading comprehension at an intermediate level. Cultural studies focus on an enhanced understanding of the Spanish-speaking world. This course is aligned with New York State World Language Standards and the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines. *NCAA approved.*

### **SPANISH IV HONORS**

Full Year      1 HS Credit

Prerequisite: Successful completion of Spanish III H or Spanish III

Final Exam Requirement: Students must complete a final project

Description: Spanish IV is designed for students who have successfully completed Spanish III. This course aims to further develop fluency and deepen linguistic competence across all four language skills: speaking, listening, reading, and writing. There is a focus on learning everyday vocabulary and expressions to enhance conversation. Using materials such as authentic resources, films, and projects, students will build on their existing knowledge while continuing to explore the Spanish-speaking world. This course is aligned with New York State World Language Standards and the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines. *NCAA approved.*

### **INTERMEDIATE SPANISH I PRE AP**

Full Year      1 HS Credit

ECE Program: Intermediate Spanish 1 (SPAN201 - 3 SUNY Credits)

Prerequisite: Successful completion of Spanish III H and teacher recommendation

Final Exam Requirement: Students must take a final exam

Description: Intermediate Spanish I builds upon prior language skills to strengthen communication, comprehension, and cross-cultural competency. Emphasis is placed on enhancing conversational abilities, refining grammatical accuracy, and expanding vocabulary to enable more sophisticated expressions in both spoken and written forms. Through a variety of authentic material, students will continue to explore culture and themes relevant to the Spanish-speaking world and develop critical thinking skills. This course is conducted in Spanish and aligned with the New York State World Language Standards and American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines. As this course begins to prepare students for AP Spanish, themes covered are established by College Board, and assessments are designed to prepare students for the AP Exam experience the following year. This course also fulfills the SPAN 201 learning outcomes set forth by SUNY Westchester. *NCAA approved.*

## **SPANISH V/INTERMEDIATE SPANISH I**

Full Year      1 HS Credit

ECE Program: Intermediate Spanish I (SPAN201 - 3 SUNY Credits)

Prerequisite: Successful completion of Spanish IV

Final Exam Requirement: Students who wish to receive college credits must complete a final exam

Description: Intermediate Spanish I is designed for seniors who enjoy the Spanish language and culture and wish to gain further proficiency. Students will refine their listening, speaking, reading and writing skills through use of a variety of authentic materials. Intermediate level grammatical concepts will also be reviewed. This course is aligned with the New York State World Language Standards and the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines, in addition to fulfilling the SPAN 201 learning outcomes set forth by SUNY Westchester. *NCAA approved.*

## **INTERMEDIATE SPANISH II**

Full Year      1 HS Credit

ECE Program: Intermediate Spanish II (SPAN202 - 3 SUNY Credits)

Prerequisite: Successful completion of Intermediate Spanish I

Final Exam Requirement: Students must take a final exam in April

Description: This course is a continuation of the intensive study of reading, writing, listening and speaking that began in the College Spanish I Pre-AP class. Emphasis is placed on enhancing conversational abilities, reviewing grammatical concepts, and expanding vocabulary to enable more sophisticated expression in both spoken and written forms. This course is conducted almost entirely in Spanish, fostering an immersive environment. The course includes a study of culture, civilization, and literature from authentic sources. This course is aligned with the New York State World Language Standards and the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines, in addition to fulfilling the SPAN 202 learning outcomes set forth by SUNY Westchester. *NCAA approved.*

## **AP SPANISH LANGUAGE & CULTURE**

Full Year      1 HS Credit

ECE Program: Intermediate Spanish II (SPAN202 - 3 SUNY Credits)

Prerequisite: Successful completion of Intermediate Spanish I and teacher recommendation

Final Exam Requirement: Students must take the AP Spanish Language & Culture exam in May. Students who wish to receive college credits must also complete a final exam in April.

Description: AP Spanish Language & Culture builds upon prior language skills to strengthen communication, comprehension, and cross-cultural competency. Emphasis is placed on enhancing conversational abilities, refining grammatical accuracy, and expanding vocabulary to enable more sophisticated expression in both spoken and written forms. This course is conducted almost entirely in Spanish, fostering an immersive environment. Themes covered are established by College Board, and assessments are designed to mirror the AP Exam experience. Students will be equipped to engage in meaningful conversations, comprehend advanced Spanish written/aural texts, and produce well-organized, argumentative essays. This course is aligned with the New York State World Language Standards and the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines, in addition to fulfilling the SPAN 202 learning outcomes set forth by SUNY Westchester. *NCAA approved.*

## INTERDISCIPLINARY OFFERINGS

### **SENIOR INTERNSHIP PROGRAM**

The internship option is available to second semester seniors in good academic standing who have completed all graduation requirements. The program provides students with the opportunity to work with a professional in a specific field or develop an independent project of special interest. Students begin their internship upon completion of third quarter and any final/AP exams where applicable. Interns are required to complete a journal, do research and prepare a PowerPoint presentation, all under the guidance of a high school faculty mentor. Several mandatory workshops during the year, along with monthly meetings, are scheduled to assist the students throughout the process. More information can be found on the [Senior Internship Page](#).

### **BOCES Career | Tech Center**

The Tech Center offers students a unique opportunity to gain employable skills and in some cases college credits while in high school. Training and skill development is accomplished on the latest equipment including computer literacy for each occupational area. This opportunity is available in different occupational areas for all high school students. Students may attend the Tech Center for part of the school day and take required courses at Briarcliff High School. Students are also able to participate in extracurricular activities including athletics and clubs, should they attend BOCES. The Tech Center coursework enables students to receive not only the latest technical training but also grants them three credits per school year. Please contact the Counseling Office for specific information on program options.

Listed below are the courses offered at the Tech Center:

#### Appearance & Enhancement Careers:

- Barbering
- Esthetics
- Salon Intro/Nail Tech

#### Communications Careers:

- Animation & Motion Graphics
- Digital Film & Sound
- Fashion Business & Design
- Graphic Design & Digital Photography

#### Construction Careers:

- Architecture/Engineering
- Carpentry
- Construction Electricity
- HVAC
- Intro to Construction
- Welding

#### Cosmetology Careers:

- Cosmetology

English New Learner Careers:

- ENL Immersion
- Spanish Business & Computer Technology
- Spanish Cosmetology
- Spanish GED

Environmental & Business Careers:

- Basic Coding
- Microcomputer Technology
- New Visions Veterinary Science
- Retail Services
- Urban Forestry
- Veterinary Science

Health & Human Service Careers:

- Certified Nursing Assistant
- Child Development & Education
- Intro to Health Occupations
- Law Enforcement
- Medical Assistant
- New Visions Health
- New Visions Sports Medicine
- Sports Medicine I and II

Hospitality Careers:

- Culinary Arts
- Food Prep Assistant I and II

Tilly Foster Farm:

- Animal Care at Tilly Foster Farm
- Culinary Arts at Tilly Foster
- Food Prep Assistant at Tilly Foster Farm
- Food Service Transition to Work at Tilly Foster Farm

Transportation Careers:

- Auto Body/ Collision Repair Technology
- Auto Mechanics
- Intro to Auto Mechanics